

Centerpoint High School



STUDENT-PARENT HANDBOOK

2023-2024

CENTERPOINT SCHOOL DISTRICT

Home of the Knights

Addresses

Centerpoint High School
755 Hwy 8 E.
Amity, Arkansas 71921

Centerpoint Middle School
755 Hwy 8 E.
Amity, Arkansas 71921

Centerpoint Elementary
School
637 Hwy 8 E.
Amity, Arkansas 71921

Administration

Superintendent
Director of Federal Programs and Special Programs
Director of Support Services
Director of Child Nutrition
Director of Buildings, Grounds, and Transportation
Director of Technology
Assistant Director of Technology
Director of Instructional Technology
Director of Athletics

9-12 Counselor and Homeless Student Coordinator
6-8 Counselor
K-5 Counselor
Gifted & Talented Coordinator and AP Coordinator
School Resource Officer and Safety Coordinator
Parent Center Coordinator
Dyslexia Coordinator

High School Principal
Middle School Principal
High School Dean of Students
Director of ALE
Elementary School Principal
Elementary School Asst. Principal and K-5 SPED Supervisor

Jody Cowart
Michelle Bright
Tonya Harrison
LeeAnn Hampton
Jimmy Forsythe
Butch Sims
Robert Burnett
Anca Tarca
Cary Rogers

Brennan Robertson
Jacynda Smith
Kelsie Lynch
Michelle Spray
Michael Massey/David Walker
Breannon Kelley
Jennifer Pedron

Teddy Qualls
Bryan Fox
John Bright
Wendy Skaggs
Erica Doster
Jennifer Hill

Phone Numbers

District Office (Automated System)
District Office Fax
High School Office
High School Office Fax
Elementary School Office
Elementary School Office Fax
9-12 Counselor's Office
6-8 Counselor's Office
K-5 Counselor's Office
Football Field House
Food Service
Meats Processing Laboratory

(870) 356-2912
(870) 356-4637
(870) 356-3612
(870) 356-4519
(870) 356-2912
(870) 223-4296
(870) 356-4784
(870) 356-5302
(870) 356-4276
(870) 356-5300
(870) 356-4952
(870) 356-5292

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CENTERPOINT SCHOOL DISTRICT

STUDENT-PARENT HANDBOOK

2023-2024 Edition

Preface

This handbook is intended for use by students, parents, and staff of the Centerpoint School District. Its purpose is to provide information concerning the management of the schools and to set forth the standards of behavior and the limits on behavior established by law and the Board of Education's policies.

It is impossible to list in this handbook all of the rules and guidelines. Therefore, the contents of this handbook should not be construed to limit or to deny your rights and responsibilities on your own campus as a member of the student body or as a citizen; neither should they be construed as limiting nor denying the administration the right and responsibility to develop such necessary rules and regulations that are consistent with federal and state laws and Board of Education policies and regulations. A student who is well informed concerning his or her rights and responsibilities and the standards of behavior expected should not require disciplinary action. Each student is responsible for his or her own conduct at all times.

This handbook is available digitally to all students, parents, and staff through the school website. Additionally, upon the request of an interested party, the Centerpoint School District will make this handbook available as a printed document at no cost.

Policies outlined in this handbook will apply to all school functions throughout the breaks and summer until the next school year's handbook is adopted.



2023-2024 School Calendar

Centerpoint District Calendar 2023-2024

AUGUST						
S	M	T	W	R	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
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SEPTEMBER						
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OCTOBER						
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DECEMBER						
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31						

August 9	Wednesday	District PD Day
August 10	Thursday	Open House
August 15	Tuesday	First Day of School
September 4	Monday	Labor Day (No School)
October 12	Thursday	End 1st Quarter
October 19	Thursday	Parent-Teacher Conf.
Nov. 20-24	Monday-Friday	Thanksgiving Holiday
November 27	Monday	Classes Resume
December 19	Tuesday	End 2nd Quarter
Dec. 20-Jan 4		Christmas Holiday
January 8	Monday	Classes resume
February 15	Thursday	Parent-Teacher Conf.
March 14	Thursday	End 3rd Quarter
March 18-21	Monday-Friday	Spring Break
March 25	Monday	Classes Resume
May 17	Friday	Graduation
May 22	Thursday	End 4th Quarter
May 22	Wednesday	Last Day of School
May 23& 28-31		*Inclement Weather Days
May 27	Monday	Memorial Day
4-Day School Week: Monday-Thursday		
Instructional Days		143 days
K-5th Grade Student Instructional Day: 7:45am-4:05pm		
6th-12th Grade Instructional Day: 7:45am-4:15pm		

JANUARY						
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FEBRUARY						
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MARCH						
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31						

APRIL						
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MAY						
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District Policies and Procedures

The following policies were written by the Arkansas School Boards Association (ASBA) and have been adopted by the Centerpoint School District Board of Education. ASBA policies that were adopted but modified by the Centerpoint School District Board of Education are noted with an "L" following the policy number signifying that the policy has been modified to meet local needs.

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 supervision by the person's parent or legal guardian and formal legal approval.

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

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

"Residential address" means the physical location where the student's parents, legal guardians, 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 District and to all persons between those ages who have been legally transferred to the District for educational purposes.

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

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

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

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

Legal References: A.C.A. § 6-18-202; A.C.A. § 6-18-203; A.C.A. § 6-27-102, 112; A.C.A. § 9-28-113; A.C.A. § 6-18-108

Date Adopted: 05/28/13
Date Revised: 06/12/23

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

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

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

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

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

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;

- d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent, 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.
 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 Members' Children

Definitions:

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

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

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

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

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

"Eligible child" means the children of:

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

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

"Transition" means the:

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

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

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

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

An eligible child as defined in this policy shall:

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

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.

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

Legal References: A.C.A. § 6-18-201 (c); A.C.A. § 6-18-207; A.C.A. § 6-18-208; A.C.A. § 6-18-234 A.C.A. § 6-18-510; A.C.A. § 6-18-702; A.C.A. § 6-15-504 (f); A.C.A. § 6-27-102, 105; A.C.A. § 9-28-113; Plyler v Doe 457 US 202,221 (1982); A.C.A. § 6-28-101 et seq.

Date Adopted: 05/28/13

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll the child and ensure the attendance of the child at a District school with the following exceptions:

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal References: A.C.A. § 6-18-201; A.C.A. § 6-18-207
Date Adopted: 05/28/13
Last Revised: 06/24/19

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

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

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

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

Any student transferring from home school or 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.

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.

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

Legal References:	A.C.A. § 6-18-316; A.C.A. § 6-18-510; A.C.A. § 6-15-504 (f); A.C.A. § 9-28-113(b)(4); A.C.A. § 9-28-205
Date Adopted:	05/28/13
Last Revised:	06/12/23

4.5—SCHOOL CHOICE

Standard School Choice

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

The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program; and include contact information for the primary point of contact at the District for school choice questions. The public pronouncements shall state the application deadline and the requirements and procedures for participation in the program. Such pronouncements shall be made in the spring, but in no case later than March 1.

Application Process

The student's parent shall submit a school choice application on a form approved by the Division of Elementary and Secondary Education 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 on or before 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 transferring under Uniformed Service Member Dependent School Choice earlier than January 1, the Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

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

A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing his/her secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who either fails to initially enroll under the timelines and provisions provided in this policy, who chooses to return to his/her resident district, or who 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 co-curricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. If the provisionally approved applicant

subsequently does not enroll in the District, the provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the district.

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

Transfers Out of the District

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

Facilities Distress School Choice Applications

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

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in facilities distress;
- The student is not required to meet the 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 District

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

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

- either:
 - 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 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 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 the 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 transfer will be null and void.

If the application is rejected, the District shall state in the notification letter the specific reasons for the rejection. Unless the student's application was rejected due to the application not being 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 until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

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

Transfers from the District

If a District school receives a rating of "F" or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents, guardians, or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in a school district that has not been classified by the State Board as in need of Level 5 Intensive Support or in a public school that does not have a rating of "F."

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

Uniformed Service Member Dependent School Choice

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

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

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

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

- o Uniformed service member in full-time active-duty status;
- o Surviving spouse of a uniformed service member;
- o 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

o 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.

Legal References:	A.C.A. § 6-1-106; A.C.A. § 6-13-113; A.C.A. § 6-15-430(b); A.C.A. § 6-18-227; A.C.A. § 6-18-510; A.C.A. § 6-18-1901 et seq.; A.C.A. § 6-21-812; DESE Rules Governing Public School Choice
Date Adopted:	05/28/13
Last Revised:	06/12/23

4.6—HOME SCHOOLING

Enrollment in Home School

Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to home school. The notice shall be given:

1. at the beginning of each school year, but no later than August 15;
2. five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or

3. within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to home school shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation, by:
 - Use of the Division of Elementary and Secondary Education's (DESE) online system;
 - Email; or
 - Facsimile;
- By mail; or
- In person.

The notice shall include:

- a. the name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- b. the mailing address and telephone number of the home school;
- c. the name of the parent or legal guardian providing the home school;
- d. indicate if the home school student intends to participate in co-curricular activities during the school year;
- e. a statement of whether the home school student plans to seek a high school equivalency diploma during the current school year;
- f. a statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
- g. a signature of the parent or legal guardian.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents or legal guardians home-schooling their children shall provide information that might indicate the need for special education services.

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- the items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- the items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- the semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

Enrollment or Re-Enrollment in Public School

A home school student who wishes to enroll or re-enroll in a District school shall submit:

- a transcript listing all courses taken and semester grades from the home school;
- score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- a portfolio of indicators of the home school student's academic progress, including without limitation:
 - Curricula used in the home school;
 - Tests taken and lessons completed by the home school student; and
 - Other indicators of the home school student's academic progress.

If a home school student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A home school student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home school student's grade level and academic course level in the home school:

1. as indicated by the documentation submitted by the home school student;
2. by mutual agreement between the public school and the home school student's parent or legal guardian; or
3. if the home school student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the home school student's grade placement and course credits. The District will determine the home school student's grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home school student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a home school student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a home school:

- a. award of course credits earned in the home school;
- b. placement in the proper grade level and promotion to the next grade level;
- c. participation in any academic or co-curricular activity;
- d. membership in school-sponsored clubs, associations, or organizations;
- e. a diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
- f. scholarships.

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

Date Adopted:

Last Revised:

4.7 L—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, 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.

Legal References: A.C.A. § 6-4-302; A.C.A. § 6-18-209; A.C.A. § 6-18-220; A.C.A. § 6-18-222; A.C.A. § 6-18-229; A.C.A. § 6-18-231; A.C.A. § 6-18-507(g); A.C.A. § 7-4-116; A.C.A. § 9-28-113(f); A.C.A. § 27-16-701; Arkansas Department of Education Rules Governing Distance and Digital Learning

Date Adopted: 05/28/13
Last Revised: 06/06/16

4.8 L—MAKE-UP WORK

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

1. 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.
5. Students shall have one class day to make up their work for each class day they are absent; however, all makeup work, except work missed due to medical excuse, must be submitted to the teacher before the last day of the semester
6. Students are responsible for turning in their make-up work without the teacher having to ask for it.
7. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
8. As required/permitted by the student's Individual Education Program or 504 Plan.

Legal References: A.C.A. § 6-15-1406; A.C.A. § 6-18-502
Date Adopted: 05/28/13
Last Revised: 06/29/20

4.10—CLOSED CAMPUS

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

Date Adopted: 05/28/13

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Centerpoint School District shall, on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups. Inquiries on nondiscrimination may be directed to 504 Coordinator who may be reached at 870-356-3612.

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 above. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

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.

A.C.A. § 6-10-132 requires that youth patriotic societies, such as the Boy Scouts of America, be provided access to students during the school day; as a result, all districts now have a limited open forum and are required to provide the same access to groups who follow the procedure set forth in the statute to request access to students regardless of the groups viewpoint.

Legal References: A.C.A. § 6-10-132; A.C.A. § 6-18-514; 28 C.F.R. § 35.106; 34 C.F.R. § 100.6; 34 C.F.R. § 104.8; 34 C.F.R. § 106.9; 34 C.F.R. § 108.9; 34 C.F.R. § 110.25
Date Adopted: 05/28/13
Last Revised: 06/29/20

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

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

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

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

Fraternalities, 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, co-curricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

Legal References: A.C.A. § 6-5-201 et seq.; A.C.A. § 6-21-201 et seq.; 20 U.S.C. 4071 Equal Access Act; Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990); A.C.A. § 6-18-601 et seq.; A.C.A. § 6-10-132 et seq.
Date Adopted: 05/28/13
Last Revised: 06/11/18

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) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

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

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

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office. In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission,

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

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

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

For purposes of this policy, the Centerpoint 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 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 designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

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

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education at Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, DC 20202.

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the

requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

Legal References: A.C.A. § 9-28-113(b)(6); 20 U.S.C. § 1232g; 20 U.S.C. 34 CFR 99.3, 99.7, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64
Date Adopted: 05/28/13
Last Revised: 06/12/23

4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

The Superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

Definitions:

“School-sponsored media” means all student media that are:

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

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

“Student media” means any means of communication that are:

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

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

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

Student Media

While the District recognizes a student’s right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public 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:
 - are considered obscene to minors;
 - 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;
 - constitute an unwarranted invasion of privacy as defined by state law;
 - suggest or urge the commission of unlawful acts on the school premises;
 - suggest or urge the violation of lawful school regulations;
 - attacks ethnic, religious, or racial groups; or
 - 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 eighteen (18);
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

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

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

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

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

Legal References: A.C.A. § 6-18-514; A.C.A. § 6-18-1201 et seq.; *Tinker v. Des Moines ISD*, 393 U.S. 503 (1969) *Bethel School District No. 403 v. Fraser*, 478 U.S. 675 (1986); *Hazelwood School District v. Kuhlmeier*, 484 U.S. 260 (1988)

Date Adopted: 05/28/13

Date Revised: 06/29/20

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

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

investigator of the Crimes against Children Division of the Department of Arkansas State Police, or an investigator or employee of the Department of Human Services.

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

Contact by Professional Licensure Standards Board Investigators

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

Legal References: A.C.A. § 6-18-513; A.C.A. § 9-13-104; A.C.A. § 12-18-609, 610, 613; A.C.A. § 12-18-1001, 1005
Date Adopted: 05/28/13
Last Revised: 04/27/15

4.16 L—STUDENT VISITORS

All visitors must first register at the office.

Date Adopted: 05/28/13
Last Revised: 06/11/18

4.17—STUDENT DISCIPLINE

The Board 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.

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

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

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

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

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

Legal References: A.C.A. § 6-17-113; A.C.A. § 6-18-502; A.C.A. § 6-18-514; DESE Rules Governing Student Discipline and School Safety; A.C.A. § 6-18-2301 et seq.
Date Adopted: 05/28/13
Date Revised: 06/24/19

4.18 L—PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;

9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Inappropriate student dress;
13. Use of vulgar, profane, or obscene language or gestures;
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, sexual orientation, gender identity, 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. Operating a vehicle on school grounds while using a wireless communication device.
23. Operating a vehicle on school grounds while using a wireless communication device.; and
24. Theft of another individual's personal property.

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

Legal References: A.C.A. § 6-18-502; A.C.A. § 6-18-707; A.C.A. § 6-15-1005; A.C.A. § 6-21-609; A.C.A. § 6-18-506; A.C.A. § 6-18-222; A.C.A. § 6-5-201; A.C.A. § 6-18-514; A.C.A. § 27-51-1602; A.C.A. § 27-51-1603; A.C.A. § 27-51-1609; DESE Rules Governing Student Discipline and School Safety

Date Adopted: 05/28/13

Last Revised: 06/24/19

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

The District's Student Code of Conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct.

In addition to other disciplinary measures provided for violations of the District's Student Code of Conduct, the student's bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

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

Date Adopted: 05/28/13

Last Revised: 06/24/19

4.20—DISRUPTION OF SCHOOL

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

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

Legal Reference: A.C.A. § 6-18-511; DESE Rules Governing Student Discipline and School Safety
Date Adopted: 05/28/13

4.21—STUDENT ASSAULT OR BATTERY

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

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

Legal Reference: A.C.A. § 6-17-106 (a); DESE Rules Governing Student Discipline and School Safety
Date Adopted: 05/28/13
Last Revised: 06/24/19

4.22 L—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; nun chucks; pepper spray, mace, or other noxious spray; explosive; taser or other instrument that uses electrical current; 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 students acting in the course of an instructional class or a school-approved activity, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while:

- in a school building;

- on or about school property;
- at any school-sponsored activity or event;
- on route to or from school or any school-sponsored activity; or
- off the school grounds at any school bus stop.

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

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

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

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

The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity. A firearm brought inadvertently to school by a student shall be grounds for disciplinary action against the student, but the School Board of Directors may consider the “inadvertent circumstances” of the incident in determining the student's discipline.

Legal References: A.C.A. § 6-18-502 (c) (2)(A)(B); A.C.A. § 6-18-507 (e) (1)(2); A.C.A. § 6-21-608; A.C.A. § 5-4-201; A.C.A. § 5-4-401; A.C.A. § 5-27-210; A.C.A. § 5-73-119(e)(8)(9)(10); A.C.A. § 5-73-133; 20 USCS § 7151; DESE Rules Governing Student Discipline and School Safety; US Department of Education *Guidance Concerning State and Local Responsibilities under the Gun-Free Schools Act*

Date Adopted: 05/28/13

Last Revised: 06/24/19

4.23—TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS

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

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

Legal Reference: A.C.A. § 6-21-609

Date Adopted:

Last Revised:

4.24—DRUGS AND ALCOHOL

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

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

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

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

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

Date Adopted: 05/28/13

Last Revised: 06/24/19

4.25—STUDENT DRESS AND GROOMING

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

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

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

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

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

Date Adopted:
Last Revised: 6/25/23

4.27—STUDENT SEXUAL HARASSMENT

The Centerpoint 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; or
 - b. uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct:
 - a. is 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/or
- teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether 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) 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) 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 basis:

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

For all appeals, the District shall:

1. notify the other party in writing when an appeal is filed;
2. simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. implement appeal procedures equally for both parties;
4. ensure that the decision-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.

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

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

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

Emergency Removal

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of 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 not 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
 - documentation of:
 - (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) the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Legal References: 20 USC 1681 et seq.; 34 C.F.R. Part 106; A.C.A. § 6-15-1005; A.C.A. § 6-18-502; A.C.A. § 12-18-102

Date Adopted: 06/29/20

4.29—INTERNET SAFETY AND ELECTRONIC DEVICE USE

Definition:

“Electronic device” means anything that can be used to transmit or capture images, sound, or data.

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

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

Technology Protection Measures

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

- a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

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

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

Misuse of Internet

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

- the disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district’s technology network security or Internet filtering software;
- the altering of data without authorization;
- disclosing, using, or disseminating passwords, whether the passwords are the student’s own or those of another student/faculty/community member, to other students;

- divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- using electronic devices to access or create sexually explicit or pornographic text or graphics;
- using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Legal References: Children's Internet Protection Act; PL 106-554; FCC Final Rules 11-125 August 11, 2011; 20 USC 6777; 47 USC 254(h)(1); 47 CFR 54.520 ; 47 CFR 520(c)(4); A.C.A. § 6-21-107; A.C.A. § 6-21-111

Date Adopted: 05/28/13

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, 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; going to and from school or a school activity.

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

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 to suspend a student.

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

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

student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older, mailed, or emailed 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, 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 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:

- 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.

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.

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

Legal References: A.C.A. § 6-18-507; *Goss v Lopez*, 419 U.S. 565 (1975); DESE Rules Governing Student Discipline and School Safety

Date Adopted: 05/28/13

Last Revised: 06/24/19

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 or legal guardians (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

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

The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School

Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, or student if age 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 that gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted. However, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of not less than 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 or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents 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 Superintendent and the Board of Education shall complete the open 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.

Legal References:	A.C.A. § 6-18-507; DESE Rules Governing Student Discipline and School Safety
Date Adopted:	05/28/13
Date Revised:	6/12/23

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

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

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

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

Legal References: A.C.A. § 6-18-513; A.C.A. § 9-13-104; A.C.A. § 12-18-609, 610, 613; A.C.A. § 12-18-1001, 1005
Date Adopted: 05/28/13
Last Revised: 04/27/15

4.33—STUDENTS’ VEHICLES

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

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

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

Date Adopted: 05/28/13

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

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any bloodborne, foodborne, and airborne 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 the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have live lice or nits will be asked to pick their child up at school. The parents or legal guardians will be given information concerning the eradication and control of head lice. Before students may be readmitted following an absence due to head lice, the school nurse or designee shall examine the student to make sure they are free of any lice or nits. Each school may conduct screenings of students for head lice as needed. The screenings shall be conducted in a manner that respects the confidentiality of each student.

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

Legal References:	A.C.A. § 6-18-702; Arkansas State Board of Health Rules and Regulations Pertaining To Immunization Requirements
Date Adopted:	05/28/13
Last Revised:	05/24/16

4.35 L—STUDENT MEDICATIONS

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

Unless authorized to self-administer, students are not allowed to carry any medications, including over-the-counter (OTC) medications not regulated by the U.S. Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s).

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

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

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus. The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.

Schedule II Medications

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

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

Self-Administration of Medication

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

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

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

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

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

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

- in school;
- at an on-site school sponsored activity;
- while traveling to or from school; or
- at an off-site school sponsored activity.

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

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

Emergency Administration of Glucagon and Insulin

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

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

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during the time scheduled for a dose of insulin in the student's IHP and Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

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

Emergency Administration of Epinephrine

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

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

epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

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

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been 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.

Emergency Administration of Albuterol

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, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

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

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

Emergency Administration of Anti-Opioid

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

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

Emergency Administration of Emergency Adrenal Insufficiency Medication

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

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

injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

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

Seizure Disorder Medications

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

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the

following information:

- The student's name;
- The name and purpose of the medication;
- The prescribed dosage;
- The route of administration;
- The frequency that the medication should be administered; and
- The circumstances under which the medication should be administered;

3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

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

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities; Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from Type I Diabetes; A.C.A. § 6-18-707; A.C.A. § 6-18-1005(a)(6); A.C.A. § 17-87-103 (11) and (14); A.C.A. § 6-18-717; A.C.A. § 6-18-720; A.C.A. § 6-18-721; A.C.A. § 17-87-103 (11) and (14)

Date Adopted: 05/28/13

Last Revised: 06/12/23

4.36—STUDENT ILLNESS/ACCIDENT

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's

health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

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

Date Adopted: 05/28/13

4.37—EMERGENCY DRILLS

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

The District shall annually conduct a lockdown drill and school safety assessment at all schools in the District schools in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school. Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method. Students shall be included in the drills to the extent practicable.

Legal References: A.C.A. § 12-13-109; A.C.A. § 6-10-110; A.C.A. § 6-10-121; A.C.A. § 6-15-1302; A.C.A. § 6-15-1303; Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1; A.C.A. § 6-15-1304

Date Adopted: 05/28/13

Last Revised: 4/27/15

4.38—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 receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

Legal References: A.C.A. § 6-18-901; A.C.A. § 6-28-107; DESE Rules Governing Student Permanent Records

Date Adopted: 05/28/13

4.39—CORPORAL PUNISHMENT

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

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

All corporal punishment shall be administered privately, 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.

Legal References: A.C.A. § 6-18-503 (b); A.C.A. § 6-18-505 (c) (1); DESE Rules Governing Student Discipline and School Safety; DESE Rules Governing Special Education and Related Services Section
Date Adopted: 05/28/13
Last Revised: 06/29/20

4.40—HOMELESS STUDENTS

The Centerpoint 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:

- receiving appropriate time and training in order to carry out the duties required by law and this policy;
- coordinating and collaborating with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;
- ensuring that school personnel receive professional development and other support regarding their duties and responsibilities for homeless youths;
- ensuring 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;
- ensuring 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.

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:

- continue the child's or youth's education in the school of origin for the duration of homelessness;
- in any case in which a family becomes homeless between academic years or during an academic year; and
- for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
- enroll the child or youth in any public school that 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

- a. have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- b. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
- c. are migratory children who are living in circumstances described in clauses (a) through (c).

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

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

Date Adopted: 05/28/13

Last Revised: 06/11/18

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.

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 form 4.41F or by providing certification from a physician that he/she has recently examined the student.

The district shall notify parents, at least annually, of the specific or approximate dates of any nonemergency, invasive physical examination or screening that is:

1. required as a condition of attendance;
2. administered by the school and scheduled by the school in advance; and
3. not necessary to protect the immediate health and safety of the student, or of other students.

For the purposes of this policy, "Invasive Physical Examination" is defined as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include hearing, vision, or scoliosis screenings.

A student may be required to pass a physical exam before being allowed to participate in certain co-curricular activities to help ensure they are physically capable of withstanding the rigors of the activity. It is understood that students who refuse to take such an exam will not be allowed to participate in the desired activity.

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

Legal References: A.C.A. § 6-18-701 (b), (c), (f)

Date Adopted: 05/28/13

Last Revised: 05/24/16

4.42—STUDENT HANDBOOK

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

Principals shall review all changes to student policies and ensure that such changes are provided to students and parents.

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

Date Adopted: 05/28/13

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:

- a. harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- b. 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 because of the bullying:

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

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

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

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

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

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

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of

the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

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

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

Legal References: A.C.A. § 6-18-514; DESE Rules Governing Student Discipline and School Safety
Date Adopted: 05/28/13
Last Revised: 06/29/20

4.44—NATIONAL ANTHEM

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

- the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of "The Star-Spangled Banner" may be performed at only one (1) of the events; and
- at least one (1) time each week during school hours.

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

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

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

Legal Reference: A.C.A. § 6-10-135
Date Adopted:
Last Revised:

4.45 L—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of

their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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

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

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2—ENROLLMENT.

GRADUATION REQUIREMENTS

In addition to the twenty-two (22) units required for graduation by the Arkansas Department of Education's Division of Elementary and Secondary Education, the Centerpoint School District requires an additional two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

In order to graduate, all students must pass the Arkansas Civics Exam, be trained in quality psychomotor skill bases in cardiopulmonary resuscitation (CPR) and the use of automated external defibrillators (AEDs), and receive credit in a course covering cover the Personal and Family Finance Standards.

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸⁷

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

CAREER FOCUS: - Six (6) units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements. A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.⁹⁸

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
 - 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 ($\frac{1}{2}$) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ($\frac{1}{2}$) unit

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸⁷

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

Legal References: Standards for Accreditation 9.03 – 9.03.1.9, 14.02; DESE Guidelines for the Development of Smart Core Curriculum Policy; Smart Core Informed Consent Form; Smart Core Waiver Form

Date Adopted: 05/28/13

Last Revised: 06/12/23

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

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

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

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

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional two (2) units to graduate for a total of twenty-four (24) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation

units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

Arkansas Civics Exam

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

CPR/AED

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

Personal and Family Finance

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

Computer Science

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

SMART CORE: Sixteen (16) units

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

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

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

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

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

Natural Science: three (3) units

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

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸⁷

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

CAREER FOCUS: - Six (6) units

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

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

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.⁹⁸

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

Geometry

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

Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
 - 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 ($\frac{1}{2}$) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ($\frac{1}{2}$) unit

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸⁷

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

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

Date Adopted:

Last Revised: 6/12/23

4.45.2—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, a Smart Core Information Sheet and a Smart Core Waiver Form¹ will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially

choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.

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

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

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

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

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

GRADUATION REQUIREMENTS

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

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

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

Personal and Family Finance

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

Computer Science

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

Community Service

Each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.

The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. Except as provided by this policy, a student must receive at least the following documented clock hours of community service each year:

- o Fifteen (15) hours for students in grade nine (9);
- o Twenty (20) hours for students in grade ten (10);
- o Twenty (20) hours for students in grade eleven (11); and
- o Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and

- c. A third unit that is either:
 - 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 ($\frac{1}{2}$) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half ($\frac{1}{2}$) Unit

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

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

CAREER FOCUS: - Six (6) units

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

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- 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 ($\frac{1}{2}$) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half ($\frac{1}{2}$) unit

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

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

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

Economics – one half ($\frac{1}{2}$) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁷

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

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3; DESE Guidelines for the Development of Smart Core Curriculum Policy; DESE Rules Governing Distance and Digital Learning ;Smart Core Information Sheet; Smart Core Waiver Form; Commissioner’s Memo LS-18-082; A.C.A. § 6-4-302; A.C.A. § 6-15-2906; A.C.A. § 2911; A.C.A. § 6-16-122; A.C.A. § 6-16-143; A.C.A. § 6-16-149; A.C.A. § 6-16-150; A.C.A. § 6-16-152; A.C.A. § 6-16-1901 et seq.; A.C.A. § 6-28-115

Date Adopted: 6/12/23

Last Revised:

4.46—PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

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

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

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

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

Reference: A.C.A. § 6-16-108; A.C.A. § 6-10-115
Date Adopted: 05/28/13

4.47 L—POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

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

To protect the security of statewide originated tests assessments that are administered as part of the Arkansas Comprehensive, Testing, Assessment and Accountability Program (ACTAAP), no electronic device, as defined in this policy, shall be accessible by a student at any time during test assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan. This means that when a student is taking an ACTAAP AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions.

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

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

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

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

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

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

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

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

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

Legal References:	A.C.A. § 6-18-515; A.C.A. § 27-51-1602; A.C.A. § 27-51-1603; A.C.A. § 27-51-1609; DESE Rules Governing Student Discipline and School Safety
Date Adopted:	05/28/13
Last Revised:	06/29/20

4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

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

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

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than 1 year after they were created.

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

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

Legal References: 20 USC 1232; 20 U.S.C. 7115; 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31
Date Adopted: 05/28/13
Last Revised: 06/4/14

4.49—SPECIAL EDUCATION

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- within the district boundaries; or
- outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

Legal References: 34 C.F.R. part 300; 29 U.S.C. § 794; 42 U.S.C. §12101 et seq.
Date Adopted: 06/29/20

4.50—SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wishing to request such a dietary accommodation for their student with a disability must submit to the district's Director of Child Nutrition a Certification of Disability for Special Dietary Needs Form completed by a licensed healthcare professional, which includes:

- physicians, including those licensed by:
 - the Arkansas State Medical Board;
 - the Arkansas State Board of Chiropractic Examiners (Chiropractors);
 - the Arkansas Board of Podiatric Medicine (Podiatrists);
- nurse practitioners (APRNs in family or pediatric practice with prescriptive authority)
- physician assistants (PAs who work in collaborative practice with a physician); or
- dentists.

The medical statement should include:

- a description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
- an explanation of what must be done to accommodate the disability, which may include:
 - food(s) to avoid or restrict;
 - food(s) to substitute;

- caloric modifications; or
- the substitution of a liquid nutritive formula.

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

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

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

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

Legal References: Commissioner's Memo FIN-09-044; 7 CFR 210.10(g); Commissioner's Memo CNU-18-008; Commissioner's Memo CNU-18-023

Date Adopted: 05/28/13

Last Revised: 06/11/18

4.51 L—FOOD SERVICE PREPAYMENT

The Centerpoint School District Food Service Program provides well-balanced, state- and federally-approved lunch and breakfast menus for all students at minimum cost. Free and reduced meals are available for those who qualify. To check for eligibility, each student must complete an eligibility form and return it to the office at the beginning of each school year. Forms may be submitted at other times during the school year as students new to the district enroll or family circumstances change.

The district does not provide credit 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. Staff and parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items by submitting cash or check payment the Centerpoint School District. A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance when the student's account has \$5 or less remaining.

Unpaid Meal Access

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:

- 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.

Date Adopted: 05/28/13

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, 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:

1. the public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, the standards of 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 of 2004;
 - the Public School Choice Act of 2015; or
 - any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district. When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

Legal References: A.C.A. § 6-18-233; A.C.A. § 9-28-113
 Date Adopted: 05/28/13
 Last Revised: 06/29/20

4.53—PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings' classroom placement to the Superintendent. The Superintendent's decision regarding the appeal shall be final.

Legal Reference: A.C.A. § 6-18-106

Date Adopted: 05/28/13

4.54—STUDENT ACCELERATION

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. Acceleration can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator. The district Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The District's GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

Legal Reference: DESE Gifted and Talented Rules
Date adopted: 05/28/13

4.55—STUDENT PROMOTION AND RETENTION

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

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

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. Pupils who satisfactorily complete a course of study prescribed for their grade level in grades K-8 will be promoted to the next grade level at the end of the school year.

1. Promotion/Retention Policy for sixth (6) seventh (7) and eighth (8) grades:
 - a. Any 6-8 grade student earning an “F” grade for the year in two or more core courses (math, English, science, social studies) will not be promoted to the next grade.
 - b. Any 6-8 grade student having eight (8) or more failing semester grades for the entire year, including electives will not be promoted to the next grade.
2. Students in grades 6-8 shall not be retained more than one year. After having been retained for one year, they will be evaluated for an appropriate educational program.
3. It will be the responsibility of the teacher to notify parents of possible failures and to arrange conferences with parents before the child is given a failing grade on a year’s work.
4. Students in the ninth (9th) grade must choose a career focus to help determine course scheduling for their high school careers.
5. Students who do not score at an acceptable level on standardized testing must participate in a remediation program or be subject to retention and/or loss of credit. Academic Improvement Plans (AIP) shall be developed for students who score below Proficient on Benchmark test and end-of-course test.

If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference between the building principal, the student’s teacher(s), counselor, a 504/special education representative (if applicable), and the student’s parents shall be held before a final decision is made. 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.

Beginning with the 2018-2019 school year, each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student’s parents and the student that is reviewed and updated annually. A student’s SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student’s SSP shall include, but are not limited to:

- statewide student assessment results;
- subject grades;
- student work samples; and
- local assessment scores.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard As set by the state board and determined by a high-quality literacy screener or the statewide assessment shall include an individual reading plan for each student. An individual reading plan shall include:

1. The student’s specific, diagnosed reading skill needs, including without limitation:
 - Phonemic awareness;
 - Phonics decoding;
 - Text reading fluency;

- Vocabulary-building strategies; and
 - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
 3. How the student's progress will be monitored and evaluated;
 4. The type of additional instructional services and interventions the student may receive;
 5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
 6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
 7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

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

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

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

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

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

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

All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.

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

- guide the student along pathways to graduation;
- address accelerated learning opportunities;
- address academic deficits and interventions; and
- include college and career planning components.

Based on a student's score on the college and career assessment, the student's SSP will be:

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

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

An SSP shall be created:

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

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

Such remediation shall not require the student to pass a subsequent college and career readiness measurement in order to graduate from high school. Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

In addition to the possibility of retention or withholding of course credit, students who either refuse to sit for a State assessment or attempt to boycott a State 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 co-curricular 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 State mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Legal References: A.C.A. § 6-15-2001; A.C.A. § 6-15-2005; A.C.A. § 6-15-2006; A.C.A. § 6-15-2907; A.C.A. § 6-15-2911; A.C.A. § 9-28-205; DESE Rules Governing the Arkansas Educational Support and Accountability Act; Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: 05/28/13

Last Revised: 06/12/23

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

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

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

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

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

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in co-curricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in co-curricular 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 co-curricular activities shall not exceed one per week per co-curricular activity (tournaments excluded). Additionally, a student’s participation in, and the District’s operation of, co-curricular activities shall be subject to the following policy. All students are eligible for co-curricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a State assessment or attempts to boycott a State 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 co-curricular activity. The student shall remain ineligible to participate until the student takes the same or a following state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may wave this paragraph’s provisions when the student’s failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

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

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

ACADEMIC REQUIREMENTS: Junior High

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

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

Homeless Students

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

ARKANSAS ACTIVITIES ASSOCIATION

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

INTRASCHOLASTIC ACTIVITIES

AAA-Governed Activities

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

Non-AAA-Governed Activities

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

School Choice Transfers

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

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

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school

district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes

Out-of-State and Overnight Travel (K-12)

All out-of-state must be approved by the superintendent. Out-of-state travel includes inherent risks and greater levels of preparation and costs than regular day trips. As part of the request for out-of-state travel, school personnel in charge of classes, clubs, organizations, and teams must present the specific instructional and/or competitive goals for the students. School personnel will be encouraged to consider in-state opportunities to meet these goals.

Among other considerations for out-of-state trips, the nature of the trip, location, distance, and cost/risk versus benefit shall be considered. The age, maturity level, and history of behaviors of the participants will also be a consideration for approval.

Only individuals approved under the district volunteer policy shall be allowed to serve as chaperones for travel that requires an overnight stay. No extensive preparation, public announcements, fundraisers, or informational meetings for out-of-state trips should take place prior to approval by the superintendent of schools.

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06; Arkansas Activities Association Handbook; A.C.A. § 6-4-302; A.C.A. § 6-28-108; A.C.A. § 6-18-114; A.C.A. § 6-18-115; A.C.A. § 6-18-227; A.C.A. § 6-18-1904

Date Adopted: 05/28/13
Last Revised: 06/12/23

4.56.1—CO-CURRICULAR ACTIVITIES – ELEMENTARY

Definitions:

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

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

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

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

Co-curricular Eligibility

The Board believes in providing opportunities for students to participate in co-curricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in co-curricular 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 co-curricular activities shall not exceed one per week per co-curricular activity (tournaments or other similar

events except with approval of the principal. All students are eligible for co-curricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in co-curricular 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 co-curricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.

Any student who refuses to sit for a State assessment or attempts to boycott a State 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 co-curricular activity. The student shall remain ineligible to participate until the student takes the same or a following state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

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

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

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06; A.C.A. § 6-28-108
Date Adopted: 05/28/13
Last Revised: 06/24/19

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOL STUDENTS

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

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

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

Home school students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy. Although not guaranteed participation in an interscholastic activity, home school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activities without discrimination.

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

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or

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

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

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

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

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

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

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

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

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

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

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

Home school students who wish to participate in co-curricular activities at Centerpoint High School must complete a form that is available through the superintendent's office.

References: A.C.A. § 6-15-509; Arkansas Activities Association Handbook; Commissioner's Memo COM-18-009; Commissioner's Memo LS-18-015; Arkansas Department of Education Rules Governing Home Schools

Date Adopted: 05/28/13

Last Revised: 06/24/19

4.57—IMMUNIZATIONS

Definitions:

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

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

General Requirements

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

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

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

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

- A. licensed physician;
- B. health department;
- C. military service; or
- D. official record from another educational institution in Arkansas.

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. 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 twenty-one (21) days or longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

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

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

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

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in

“examinations” and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

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; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

Legal References: A.C.A. § 6-18-702; DESE Rules Governing Kindergarten through 12th Grade Immunization Requirements in Arkansas Public Schools; ADH Rules and Regulations Pertaining to Immunization Requirements; A.C.A. § 6-4-302; A.C.A. § 6-28-110

Date Adopted: 05/28/13

Last Revised: 06/24/19

4.58—FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA

No student shall remove school-provided food items from the food service area at the end of the meal period, especially milk, juice, and other items requiring temperature-controlled environments. Except for food service workers as required by their job duties, District employees may only remove school provided food items from the food service area when required by a 504 plan or a student’s IEP.

References: Commissioner’s Memo FIN 08-076; Commissioner’s Memo FIN 15-052

Date Adopted: 05/28/13

Last Revised: 04/27/15

4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

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

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

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

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

The superintendent, or designee, is authorized to waive the application deadline on a case-by-case basis. The District permits a private school or home school student to attend a maximum of six (6) courses per semester.

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

- require the addition of staff or classrooms;

- exceed the capacity of a program, class, grade level, or school building;
- cost the District more for the student to attend the academic course than the District receives for the student's attendance;
- cause the District to provide educational services the District does not currently provide at a financial burden to the District; or
- cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

- indicate the course(s) the private school or home school student is interested in attending;
- if the course(s) the private school or home school student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home school student intends to attend the physical course or the digital course;
- submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
- agree to follow the District's discipline policies; and
- submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home school student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course; however, a private school or home school student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home school students shall receive a final grade and transcript for each academic course the student completes.

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

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

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Last Revised: 06/24/19

4.60—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

- hitting;

- pinching;
- slapping;
- using a water spray;
- using noxious fumes;
- requiring extreme physical exercise;
- using loud auditory stimulus;
- withholding meals; and
- denying reasonable access to toileting facilities.

“Behavioral intervention” means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

“Behavior Intervention Plan” (BIP) means a written plan that:

- is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student’s emotional, social, or behavioral goals;
- is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- includes the following at a minimum:
 - a definition or description of the desired target behavior or outcome in specific measurable terms;
 - a plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
 - a plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student’s needs;
 - a description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
 - a plan for managing a crisis situation;
 - a system to collect, analyze, and evaluate data about the student;
 - the school personnel, resources, and training needed before implementation of the BIP; and
 - the timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

“Chemical restraint” means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual’s professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual’s professional authority under state law.

“Crisis” means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to himself or herself or others.

“Crisis intervention” means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

“Dangerous behavior” means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

- disrespect;
- noncompliance;
- insubordination; or
- destruction of property that does not create an imminent danger.

“De-escalation” means the use of a behavior management technique that helps a student increase the student’s control over the student’s emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

“Emergency” means a serious and unexpected situation that requires immediate action and which may be dangerous.

“Functional Behavior Assessment” (FBA) means a problem analysis step that:

- occurs within the context of data-based problem-solving and involves:
 - the review of existing records and other sources of information; diagnostic or historical interviews;
 - structured academic or behavioral observations; and
 - authentic, criterion-referenced, or norm-referenced tests; and
- is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

“Imminent danger” means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

“Mechanical restraint” means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

“Physical escort” means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

“Physical restraint” means a personal restriction that immobilizes or reduces the ability of a student to move the student’s torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

“Positive behavioral support” means the application of behavior analysis that:

- is used to achieve socially important behavior change;
- occurs at the:
 - prevention level for all students in a school;
 - strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
 - intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
 - of establishing a positive and supportive school environment that:
 - teaches and reinforces prosocial behavior in a student;
 - holds a student positively accountable for meeting an established behavioral expectation; and
 - maintains a level of consistency throughout the implementation process; and

- that is accomplished by using positive behavioral programs, strategies, or approaches.

“Prone restraint” means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

“Serious physical harm” means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

“Supine restraint” means the restraint of a student in a face-up position on the student’s back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

Positive Behavioral Supports

The District shall implement positive behavioral supports to be used at the:

1. prevention level for each student in a school;
2. strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
3. intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District’s positive behavioral support shall include:

- a. the teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. holding a student positively accountable for meeting an established behavioral expectation;
- c. maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. the following interrelated activities:
 - Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
 - Focusing on preventing the development and occurrence of problem behavior;
 - Regularly reviewing behavior data to adapt the District’s procedures to meet the needs of every student; and
 - Providing a multi-tiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District’s positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District’s system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student’s learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

Problem Solving and Intervention Team

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team shall:

- a. work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
- b. consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
- c. regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- use the safest method available and appropriate to the situation;
- consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- when imminent danger or serious physical harm to the student or others dissipates;
- if a medical condition occurs that puts the student at risk of harm;
- unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- after the threat of imminent danger of serious physical harm to the student or others dissipates; or
- in the following manner:
 - to punish or discipline the student;
 - to coerce the student;
 - to force the student to comply;
 - to retaliate against the student;
 - to replace the use of an appropriate educational or behavioral support;
 - as a routine safety measure;

- as a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
- as a convenience for school personnel; or
- to prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel including the student's:

- problem-solving and intervention team;
- IEP team; or
- 504 team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

School personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. be maintained in the student's education record; and
3. be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:

- a. A member of school personnel who was present during the incident;
- b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
- c. A school administrator; and
- d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- determine whether the procedures used during the incident were necessary;
- evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
- if a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
 - Reevaluate the training needs of school personnel;
 - Reevaluate the physical restraint policy and practices; and
 - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. consider relevant information in the student's education record, including without limitation the:
 - a. concerns of the student's parent;
 - b. student's social and medical history;
 - c. student's FBA, if one exists; and
 - d. student's BIP, if one exists;
2. consider relevant information from the teachers, parents, and other District professionals;
3. discuss whether positive behavior supports were appropriately implemented;
4. discuss the duration and frequency of the use of physical restraint on the student;
5. discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. consider whether additional intervention and support is necessary for the student;
7. consider whether additional intervention and support is necessary for school personnel; and
8. consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
 - a. the student;
 - b. the student's parent; and
 - c. other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- submitted to the building principal;
- mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

Legal Reference: A.C.A. § 6-18-2301 et seq.

Date Adopted:

Last Revised:

4.61—STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

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

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

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

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

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

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

Legal Reference: A.C.A. § 6-21-120

Date Adopted: 6/12/23

Last Revised:

4.62—STUDENT NAME, TITLE, OR PRONOUN

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

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

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

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

Legal Reference: A.C.A. § 6-1-108

Date Adopted: 6/12/23

Last Revised:

4.63—STUDENT RELIGIOUS EXPRESSION

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

Student Assignments

Student assignments include, but are not limited to:

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

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

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

Student Presenters

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

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

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

If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre-written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a

manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

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

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

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

In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony: Suma Cum Laude Honor Graduates.

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

Date Adopted: 6/12/23
Last Revised:

5.11—DIGITAL LEARNING COURSES

Definitions:

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

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

"Instructional Materials" means:

1. traditional books, textbooks, and trade books in printed and bound form;
2. activity-oriented programs that may include:
 - a. manipulatives;
 - b. hand-held calculators;
 - c. other hands-on materials; and
3. technology-based materials that require the use of electronic equipment in order to be used in the learning process.

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

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

Digital Course Offerings

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

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

The District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved as part of the Arkansas Course Choice Program by the Arkansas Department of Education (ADE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by ADE.

District-created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally if offered digitally by the District or, if applicable, through the Arkansas Course Choice Program. The student’s attendance in the student’s digital course(s) shall be determined in accordance with Policy 4.7—ABSENCES.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Except as required by Policy 5.19, the District may restrict a student's access to digital courses when the student's building principal determines the student’s participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

Legal References:	A.C.A. § 6-16-1401 et seq.; DESE RULES GOVERNING THE DIGITAL AND DIGITAL LEARNING ACT OF 2013
Date Adopted:	05/28/13
Last Revised:	06/12/23

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

The team is to be comprised of the following:

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

Students who are placed in the ALE shall exhibit at least two of the following characteristics:

- Disruptive behavior;
- Dropping out from school;
- Personal or family problems or situations;
- Recurring absenteeism;

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- physical, mental, or sexual abuse;
- frequent relocation of residency;
- homelessness;
- inadequate emotional support;
- mental/physical health problems;
- pregnancy; or
- single parenting.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or legal guardian (if they choose to participate), and the student, outlining the responsibility of the ALE, parent or legal guardian, and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Arkansas Department of Education (ADE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules.

Legal References: A.C.A. § 6-20-2305(b)(2); A.C.A. § 6-48-101 et seq.; ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds 3.01, 4.00, and 8.0

Date Adopted: 05/28/13

Last Revised: 06/4/14

5.27—ENGLISH LEARNERS

The district shall utilize the special needs funding it receives for identified English Learners on activities, and materials listed in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of ELL funds is in alignment with the district's ACSIP in addressing identified achievement gaps and student performance deficiencies.

Legal References: A.C.A. § 6-20-2305(b) (3); A.C.A. § 6-15-426(f); DESE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds – 3.049, 5.00, 8.00

Date Adopted: 05/28/13

Last Revised: 06/12/23

6.7—COMPLAINTS

Parental Grievance Policy

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board or the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program to the delivery of the District's services.

The Board formulated and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with complaints concerning personnel, curriculum, discipline, coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

1. Teacher, coach, or other staff member against whom the complaint is directed;
2. Principal;
3. Superintendent;

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.

Unless authorized by the board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as jury in matters regarding student suspensions initiated by the Superintendent, expulsions, and personnel discipline.

Date Adopted: 05/28/13

Last Revised: 06/04/14

Other Policies and Procedures

Equity Statement

Students shall have the right maintain student organizations and are not restricted from membership on the basis of race, sex, national origin, or other arbitrary criteria. School fraternities and secret societies are banned.

Districtwide Parental Involvement

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

1. involve parents and the community in the development of the long range planning of the school;
2. explain to parents and the community the State's content and achievement standards, State and local student assessments and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement;
3. provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
4. educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive
5. keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
6. find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
7. find and modify other successful parent and community involvement programs to suit the needs of our school;
8. provide reasonable support for other parental involvement activities as parents may reasonably request. To help promote an understanding of each party's role in improving student learning, the District shall develop a compact that outlines the responsibilities of parents students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

The District shall convene an annual meeting, or several meetings at varying times if necessary, to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parents' right to be involved in the education of their child.

The District shall, at least annually, involve parents in reviewing the school's Title I Program and Parental Involvement Policy in order to help ensure their continued improvement. This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

The "compact" is also required to be developed jointly with parents of the children served under Title I and distributed to parents annually.

Plan de accion de la inclusion de padres del distrito de la escuela de Centerpoint

El distrito de la escuela de Centerpoint entiende la importancia de incluir a los padres y a la comunidad entera en promover un nivel mas alto de aprendizaje para el estudiante y tambien buena voluntad entre el distrito escolar y a los que sirve. Por lo tanto, el distrito tratara de desarrollar y mantener la capacidad de tener participacion productiva y significativa de los padres y de la comunidad que resultaran en una relacion que sera de beneficio a los estudiantes, los padres, la escuela y la comunidad. Para lograr esto el distrito trabajara para:

- 1. incluir a los padres y a la comunidad en el desarrollo de planes futuros del distrito.*
- 2. dar a escuelas en el distrito el apoyo necesario para permitirles planear e implementar actividades en que habra participacion de los padres.*
- 3. tener un programa coordinado de la participacion donde las actividades del distrito mejoran las estrategias de participacion de otros programas tales como Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, programas de pre-kinder, y Even Start*
- 4. explicar a los padres y a la comunidad el contenido y los estandares de exito del estado, los exámenes estudiantiles locales y del estado y como el plan de estudios del distrito se alinea con los exámenes y como los padres puedan trabajar con el distrito para mejorar el alcance academico de su niño ;*
- 5. proveer a los padres los materiales y el entrenamiento que necesitan para poder mejor ayudar a su niño a tener exito. El distrito puede utilizar centros de recurso para padres u otras organizaciones en la comunidad para fomentar la participacion de los padres y para proveer entrenamiento para los padres en tecnologia, lectura y escritura.*
- 6. educar a los empleados del distrito, con la ayuda de los padres, en las maneras de trabajar y comunicarse con los padres y como saber implementar los programas de participacion de padres que promoveran relaciones positivas entre la escuela y los padres;*
- 7. mantener a padres informados sobre programas, reuniones, y otras actividades en las cuales pueden participar. Tal comunicado sera escrita cuando es posible en una idioma que los padres puedan entender;*
- 8. encontrar maneras de eliminar las barreras que prohíben la participacion de los padres en la educacion de su niño. Esto puede incluir el transporte y el cuidado de los niños para permitir participacion de los padres, arreglando reuniones en horas variadas, y siendo creativos con conferencias del padre y el profesor;*
- 9. encontrar y modificar otros programas acertados de participacion de padres o de la comunidad para satisfacer las necesidades de nuestro distrito;*
- 10. entrenar a los padres a realizar y promover la participacion de otros padres;*

Proporcionar el apoyo adecuado para otras actividades parentales que los padres pidan. Para asegurarnos de la continuada mejorada del programa de participacion parental, el distrito conducira una revision anual de su plan de accion de participacion parental para examinar su efecto en el exito del estudiante. La revision sera hecha por un comite que consiste de empleados certificados y clasificados, los padres y otros miembros de la Comunidad, y los miembros de la administracion. Este plan sera parte del plan del Titulo I de la escuela y sera distribuida a los padres de los estudiantes del distrito y con tal que puedan, en una lengua que los padres puedan entender

PART I. GENERAL EXPECTATIONS

The Centerpoint School District agrees to implement the following statutory requirements:

- The school district will put into operation programs, activities, and procedures for the involvement of parents in all of its schools with Title I, Part A programs consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities, and

procedures will be planned and operated with meaningful consultation with parents of participating children.

- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents on participating of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education
- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title 1, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school;
- that parents are full partners in their child's education and are included, as appropriate, in decision making and on advisory committees to assist in the education of their child;
- the carrying out of other activities, such as those described in section 1118 of the ESEA.

PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICTWIDE PARENTAL INVOLVEMENT POLICY COMPONENTS

1. The Centerpoint School District will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
Parents serving as the building level parent involvement person will be invited to review and revise the district Parental Involvement Plan.
2. The Centerpoint School District will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
The district will hold a yearly public meeting and building open house to share district information regarding AYP, district accreditation, and school improvement information.
This information is also made available on the district website.
3. The Centerpoint School District will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student's academic achievement and school performance:

- Informational packets
 - Parent involvement meetings
 - Parent survey
 - Process for resolving parental concerns
4. The Centerpoint School District will coordinate and integrate parental involvement strategies in Part A with parental involvement strategies under Head Start and ABC programs by providing:
 - transition activities;
 - parent information packets; and
 - access to the parent information center.
 5. The Centerpoint School District will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority background). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies. The evaluation of the parental involvement policy will be included in the Parent Survey. The Parent Involvement Facilitator along with building level parent involvement representatives and building level parent representatives will review data and make needed corrections.
 6. The Centerpoint School District will build the school's and parents' capacities for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:
 - a. The school district will, with the assistance of Title I, Part A schools, provide assistance to parents of children served by the district or school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph—
 - the State's academic content standards,
 - the State's student academic achievement standards,
 - the State and local academic assessments including alternate assessments,
 - the requirements of Part A
 - how to monitor their child's progress, and
 - how to work with educators:
 - b. The school district will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by making available to parents:
 - Information Packets
 - Involvement Website
 - Literacy Nights
 - Technology Training
 - c. The school district will educate its teachers, pupil services personnel, principals, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by using the following strategies:

- Teachers will complete at least two hours of professional development on understanding effective parent involvement strategies.
 - Administrators will complete at least three hours of professional development that include understanding effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.
- d. The school district will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, ABC Programs and other preschool programs that encourage and support parents in more fully participating in the education of their children, by providing:
- transition activities;
 - parent information packets; and
 - access to the Parent Information Center
- e. The school district will take the following actions to ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practical, in a language the parents can understand:

Gifted and Talented Program

Entrance into the Gifted and Talented (G/T) Program

Be Nominated

- a. Students may be nominated by teachers, parents, counselors, peers, or themselves.
- b. A nomination form and a questionnaire will be given to the person nominating. The questionnaire will be analyzed by the G/T coordinator to discover if the student truly displays gifted characteristics.
- c. A form will be sent home with the student to be signed by the parent/guardian for permission to test.

Be Tested

- a. Each nominated student will be administered the Naglieri Non-Verbal Ability Test in the fourth grade (or as soon as possible) and once every three years afterward.
- b. Each nominated student will also be administered the William's Creativity Test.

Be Observed

- a. The G/T coordinator will observe the nominee during regular classroom hours and record a summary of observed gifted characteristics.
- b. The nominee's teacher(s) will be given a rating scale to be completed for the consideration by the G/T advisory committee.

Be Graded

- a. G/T students should display school achievement as a consideration of placement. A grade point average (GPA) of 3.0 or better is considered the norm.
- b. Data collection is from a variety of sources. Data collection may include current standardized test scores, the Naglieri Non-verbal Ability Test, William's Creativity Test, Grade point average, Teacher Checklist, enrichment portfolio evaluation, and the Kingor Observation Inventory (KOI) used for grades K-3.

Be Rated

- a. Once all appropriate data has been collected, analyzed and put in a matrix, the data will be presented to the placement/screening committee for that school. The committee will consist of

the G/T coordinator, the school principal, the school counselor, and two teachers. The committee will make placement decisions.

- b. Parents will be notified of the committee's decision in a timely manner. A form will be sent home for permission of placement if the student is selected.
- c. Instructional, useful information about individual students obtained during the identification process will be communicated to the instructional staff regardless of final placement decisions.

Exit from the Gifted and Talented (G/T) Program

A student may be removed from the gifted program through a parent, teacher, or student request. The final decision of exiting the GT program will be determined by the identification committee of five educational professionals chaired by the GT Coordinator. Due process for removal shall include the following:

1. In the event of a parent request removal, the reasons of removal must be filed in writing with the G/T Coordinator.
2. In the event of a student request for removal, parental permission must be obtained.
3. Prior to teacher request for removal from the program, the G/T Coordinator will notify the parents of the concern and request a conference with the parents.
4. Parents will be notified in writing when a student is dropped and advised of appeal procedures and re-entrance procedures.
5. Parents may appeal a removal decision by requesting a review of the reasons for removal by the Appeals Committee that will consist of five educational professionals, chaired by the G/T Coordinator. At that time, the committee shall hear the appeal and make a decision in private at the end of the appeals process.
6. Students removed from the program may request re-entrance at the next program change. If students desire to re-enter, the identification committee will review the circumstances and reasons surrounding their removal and the student will be considered for replacement.

Data on students considered for exiting G/T Program will reviewed by the placement committee. The decision will be based on multiple criteria. Teachers, students, and parents will be notified of the committee's decision. Students or their parents may ask an appeals committee to review the decision. A student voluntarily exiting the program may re-enter within two years. After two years, the student must go through formal identification again. All appropriate parties will sign the exit papers, and records of all placement decisions will be kept in files of the Gifted and Talented Program.

English for Speakers of Other Languages (ESOL) Program

The goal of the Centerpoint School District's ESOL Program is to develop English language proficiency and Cognitive Academic Language Proficiency (CALP) in English learners (ELs) so that they can function independently in the mainstream classroom setting. To this end, program instruction is conducted in English. A standards-based curriculum is used for all English language learners.

At the time of registration, the students and their families are given an orientation to the district, the various programs offered, the resources available, and the personnel responsible. An initial language assessment is given to any student who responds with a language other than English on the Home Language Survey.

If the Home Language Survey indicates that the student's first language is a language other than English or if a language other than English is spoken at home, the student is assessed with the ELPA21. The screening process for entry is based on a combination of the following:

- Intake assessment
- Home Language Survey
- Interview
- ELPA 21 Screener

- Prior school records
- Conferencing with regular classroom teachers
- Recommendations from reading specialists
- Observation of student's interaction with peers, teachers, and other school personnel

When the student attains English proficiency with scores of 4 or 5 in the areas of listening, speaking, reading, and writing as determined by ELPA 21 scores and also has two additional points of proficiency as determined by state and/or local assessments, he/she will be exited from the program. After exiting from the program, the student's performance will be monitored for four years to determine if future assistance is needed. The District's program is an English for Speakers of Other Languages program wherein the medium of all instruction and subject matter is in English even though the native language may be used occasionally to clarify concepts.

ESOL is designed to enable ELs to access mainstream curriculum and to achieve their personal best in the school setting as well as becoming responsible citizens in the local, national, and worldwide community. Language learning through meaningful context in an academic setting improves the education and language acquisition of the EL. State ESOL Standards for English Language Proficiency provide the academic framework for instruction.

Language Instruction Education Program Models to provide English learners with meaningful access to core content include:

- Sheltered Instruction- the teacher provides instruction that simultaneously introduces both language and content, using specialized techniques to accommodate English language learners' linguistic needs. Instruction focuses on the teaching of academic content rather than the English language itself, even though the acquisition of English may be one of the instructional goals.
- Content Classes with Integrated English Language Support- This approach has content knowledge as the goal; teachers provide appropriate linguistic accommodations/support so that English Learners may access the content.

Language Instruction Education Programs to assist English learners in acquiring the English language include:

- Push-In –English Learner Instructional Assistants assist classroom teachers with providing English language development to English Learners in the areas of comprehension, participation, and completion of assignments in the mainstream classroom.
 - Pull Out –English Learners spend part of the day in a mainstream classroom and are “pulled out” for a portion of the day to receive English language development instruction by EL Instructional Assistants working under the direct supervision of a certified teacher. The program targets specific English skills that are preventing students from fully participating in the mainstream classroom.
 - Embedded—Teachers embed instruction in English language development during a mainstream content class.
 - Several computer programs are also used to increase the student's proficiency in English acquisition, literacy, and math while allowing them to have individualized instruction and progress at their own pace.
 - Individualized instruction is also made available for grades 1-5 through Title I classes.
1. ELLs are encouraged to participate in any related school activities and co-curricular activities that interest them.
 2. Pupil Personnel Services
 - Guidance counselors are available in each school in the District.
 - Special education services are available for students with demonstrated need. The district has a structured pre-referral process for special education identification.
 3. Faculty/Staff Training and Development Related to the Program

- ESOL staff members attend workshops related to the profession.
 - All faculty is trained regarding the laws, statutes, and regulations regarding ELLs.
 - All faculty who teach ELLs receive on-going instruction during the school year regarding appropriate instruction for ELLs.
4. Parent Involvement
- An open house is held in the fall on each campus. An interpreter is available as well as an ESOL staff member who can answer questions and concerns.
 - Two parent/teacher conferences are held each year. An interpreter and ESOL staff member is available to assist parents.
 - School communication is sent to ESOL families in Spanish as well as English.
5. Complaint Resolution Process
- First, discuss the situation with the classroom teacher or staff member involved.
 - Second, if the situation cannot be resolved with the teacher or staff member, discuss it with the principal.
 - Third, if the situation cannot be resolved with the principal, discuss it with the superintendent.

Educational Trips

All students leaving the campus for an educational trip during school hours must have permission from the supervising teacher and must sign out through the school office. Students will be held responsible for their conduct on all trips. Students will not be marked absent from school but will be required to do all make-up work in the allotted time.

Interscholastic Competition

No individual or group of students from the Centerpoint Schools may participate in any activity of this nature that has not been sanctioned by the Arkansas Activities Association.

Student Organizations/Equal Access

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

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

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

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria.

Challenge to Instructional/Supplemental Materials

Instructional and supplemental materials are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by filling out a Challenge to Instructional Material form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same Challenge to Instructional Material form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.²

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's Challenge to Instructional Material form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's Challenge to Instructional Material form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use. Updated 6/13/10

Lockers

Lockers may be assigned to students at the beginning of each school year. The amount of rental for lockers shall be announced to students at the beginning of the school year.

School Bus Transportation

Riding a school bus is a privilege that may be denied if a student fails to follow the established rules. Acts of misconduct on the bus may also lead to suspension from school. When students are suspended from riding the bus, parents become responsible for transporting their children to and from school.

Regular loading and unloading stations will not be changed except by the proper school authorities. Students will be expected to get to these stations if they wish to ride the school bus. Buses will load and unload only at the designated station.

Pupils are expected to conduct themselves properly on the buses and any student misbehaving could result in the pupil being removed from riding the bus. Any pupil causing damage to a bus will be required to pay for the damage. The driver of a bus has the same authority over bus passengers that a teacher has over pupils in the classroom. Drivers have the responsibility of conduct on their bus and should identify pupils who cause trouble to the pupil's building principal.

Pupils must ride the bus they are assigned to ride. Each driver will go over the rules of conduct on the bus with the pupils riding the bus. Some of our buses are equipped with video cameras. These cameras are to assist the driver in maintaining a safe, disciplined atmosphere on the school bus. The video will be reviewed periodically, and appropriate disciplinary action will be taken for those students misbehaving or creating an unsafe atmosphere.

The administration has the authority to adjust the bus discipline policy at any time deemed necessary without prior notification of parents, for the safety of the passengers on the school bus. The following inappropriate behavior could result in suspension of transportation privileges:

1. Physical harm to another student.
2. Physical harm or threat of physical harm to driver.
3. Property damage.
4. Refusal to obey driver.
5. Possession of alcohol, drugs, tobacco products, or weapons.
6. Substantial disruption.

Probationary Attendance Program

Students who are recommended for expulsion for violation of district policy may be eligible to appeal to the superintendent of schools for placement in the probationary attendance program in lieu of expulsion. This program is designed to allow eligible students the possibility of continuing their education under strict probation and with specific limitations if they meet policy criteria as well as any additional conditions specified by superintendent.

A written request must be presented directly to the superintendent by the parent or guardian and/or the student. Parents making the request for this probationary status must contact the superintendent of schools and arrange for a meeting within ten school days prior to an expulsion hearing. Those in attendance at this meeting will include the superintendent, an administrator from the student's school or designee, a school counselor, the student, and their parent or guardian, and any other personnel deemed relevant to the situation by the superintendent. At the completion of the ten day suspension period, the superintendent may choose to allow the student to attend school on a probationary status for the remainder of the expulsion term or a period of time otherwise determined to be suitable by the superintendent (but not more than the recommended expulsion period) under the probationary attendance program. Unless excused by the Superintendent the student must attend the expulsion hearing in order to be eligible for the Probationary Attendance Program.

Criteria for participation include:

1. A recommendation of the building principal or designee. The probationary student's presence cannot pose a perceived threat to the health, safety, or educational environment of the school.
2. The student cannot have previously been expelled from any public or private school.
3. Students who have been found to have sold, or in any way distributed or provided prohibited substances to others on school property, at school events, or while in transit to/from any school event are not eligible for the probationary attendance program.

4. The parent and student must agree for the student to enroll in and complete any counseling or rehabilitation program deemed appropriate by the superintendent. The parent, guardian, or child will bear the responsibility of paying for such services.
5. Probationary students may neither participate in nor attend any co-curricular activities during the probationary attendance period.
6. Students in the probationary attendance program may be prohibited from riding on school transportation (buses) during this period except as required by his/her IEP.
7. Students who are placed on probationary status will be assigned a modified schedule so that they may attend regular, state-mandated academic courses.
8. If a student and/or parent fail(s) to meet or violate(s) the agreed upon terms of the probationary attendance program, the student will be recommended to the board for expulsion for the remainder of the original expulsion period.

Date Adopted: 05/11/2015
Last Revised: 06/29/2015

High School (9-12) Policies and Procedures

Student Attendance

In the event a student misses a day of school, his or her absence will be classified as one of the following types of absences:

- **School Business-** The student was representing the school in some capacity. The absence was part of a school-approved trip, contest, or other event.
- **Court-** The student was required to be in court for legal purposes.
- **Medical-** The student was absent and brought a note from a medical professional that documented his or her absence. Absences because of the death or serious illness of an immediate family member will also be classified as medical.
- **Unexcused-** The student was absent and did not bring an approved excuse from his or her parent/guardian, or the student did not bring an approved excuse within 48 hours of the absence.
- **Parent Contact-** The student was absent and brought a note from his or her parent/guardian.

Absences classified as “school business,” “court,” or “medical” do not count against a student’s cumulative number of absences. Absences classified as “unexcused” or “parent contact” count against a student’s number of absences. Students are allowed five (5) unexcused absences and five (5) parent contact absences per semester.

At any time prior to a student exceeding the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person 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 that will include the conditions of the agreement and the consequences for failing to fulfill the agreement’s requirements. The agreement shall be signed by the student, the student’s parent, guardian, or person in loco parentis, and the school or district administrator or designee.

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

Upon a student’s seventh (unexcused and parent-contact combined) absence of a semester, the District will file a FINS (Family in Need of Services) petition with the Pike County Juvenile Court. 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.

Classification of Students

1. Transfer students will be classified and enrolled on a temporary basis until confirmation is received from the school he/she last attended.
2. It is the duty of the principal or his or her designee to see that all records pertaining to transfer students are sent for and brought up to date.
3. Any student transferring from a school accredited by the Arkansas Department of Education shall be placed into the same grade level the student would have been in had the student remained at the former school according to the number of credits earned.
4. Transfer students from non-accredited may be placed on a different grade level from that of the school from which they withdrew. Reasons for such placement may include tests, chronological age, mental age, and/or academic performance.
5. The following are the minimum classification requirements for 9-12 grade students:
 - a. Successful completion of the 8th grade will result in the classification of freshman.
 - b. At least five credits earned will result in the classification of sophomore.

- c. At least ten credits earned will result in the classification of junior.
- d. At least seventeen credits earned will result in classification of senior.
- 6. Students will be considered in the grade for which they are classified for all school activities.

Placement and/or Scheduling of Former Home School Students and Students from Non-Accredited Schools (schools not accredited by a state or regional association)

Specific Requirements for Grades 6-12

- a. The local school shall administer a battery of examinations either standardized or district developed for placement or determination of credits.
- b. A placement conference shall be held for any student who scores less than the 50th percentile on the required achievement test (the percentile score will be attained by comparison of the raw score to previous raw scores that have been normed). Conference participants shall include an administrator, a counselor, the parent(s), and other personnel deemed necessary. Based on data presented, the school administrator shall determine class and grade placement. The local school shall retain the option to reconsider placement at any time during the school year.
- c. In the event that a student who has received home instruction has not taken or passed an approved standardized test, he or she will be tested at the school before permanent placement is assigned.
- d. Parents must present a written list of subjects taught and textbooks and materials used to the counselor or principal at the time of registration.
- e. Rank in class and grade point average will be determined only by credits earned while attending an accredited high school.
- f. A student must attend an accredited public or private school for a minimum of six (6) semesters to be considered for honor graduate status. Summer school may not be substituted for a regular semester.
- g. A student must meet all graduation and attendance requirements for the Centerpoint School District to receive a diploma.

Students and their parents interested in home schooling should be aware that some college scholarships are based on GPA. Students receiving "CR" instead of letter grades would not be eligible for these scholarships. It is the sole responsibility of the school district to determine the method by which credits are earned in order to receive a high school diploma. There is no requirement that the school honor credits earned through home schooling experience.

Chemical Screen Test

The Centerpoint School District recognizes that chemical 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. The Centerpoint Board of Education is determined to help students by providing another option for them to say "no." Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of legal drugs and medications.

Purpose of a Chemical Abuse Policy

- 1. To emphasize concerns for the health of students in areas of safety while they are participating in activities, as well as the long-term physical and emotional effects of chemical use on their health.

2. To assist students of Centerpoint Schools to resist the peer pressure that directs them toward the abuse or misuse of chemical substances.
3. To establish standards of conduct for students of Centerpoint Schools who are considered leaders and standard bearers among their peers.
4. To work cooperatively with the parents by assisting them in keeping their children free from mood-altering chemicals.
5. To provide referrals for students who need evaluations regarding their use of mood-altering chemicals.
6. To deter chemical abuse or misuse by all students through the use of random drug testing.

Scope

The provisions of this policy apply to all students in Centerpoint Schools in grades six through twelve whose parent/guardian sign Consent Form "A" of the Chemical Screen Policy.

General Provisions

Illegal drugs are defined as drugs or the synthetic or generic equivalent or derivative of drugs, which are illegal under federal, state or local laws including, but not limited to, marijuana, heroine, hashish, cocaine, hallucinogens, depressants, and stimulants not prescribed for the user. Illegal drugs include steroids and its derivatives or related substances, which are not prescribed by a physician or are prescribed by a physician for uses not authorized by the manufacturer of the drug. Alcohol is defined as ethyl alcohol or any beverage containing ethyl alcohol.

Reasonable Suspicion Provisions

The use or possession of illegal drugs or alcohol by a student on property under the control of the District or prior to entering property controlled by the District or at a District-sponsored event where the illegal drug or alcohol has the possibility of impairing the student is a violation of this Policy. The presence of an illegal drug or its metabolites or alcohol in a student's body is considered possession.

Reasonable suspicion is defined as a reasonable suspicion by an administrator or other district employee that a student has used, possessed, or sold illegal drugs on District property or has used illegal drugs off the District property, but is on District property or at a District-sponsored event while under the influence of illegal drugs; or that a student has used or possessed alcohol on District property, but is on District property or at a District-sponsored event while under the influence of alcohol; or that a student is using or misusing prescription medications on District property or at a District-sponsored event while under the influence of the prescription medication.

Examples of reasonable suspicion include, but are not limited to:

- eyewitness evidence by a District official, administrator, employee:
- eyewitness evidence of another person plus additional evidence:
- individualized suspicion possessed by an employee of the District that is based upon a reasonable suspicion and/or reasonably reliable evidence.

Random Testing Provisions

The use or possession of illegal drugs during school activities or prior to school activities where the illegal drug has the possibility of impairing the participant is a violation of this policy. The presence of an illegal drug and its metabolites in a student's body is considered possession. Any student undergoing medical treatment prescribed by a physician that includes the use of a drug or medication capable of affecting the student's mental or physical capabilities must notify the appropriate school official at the time of testing. If there is any doubt concerning the effects of the drug or medication, the appropriate school official should be notified. A student's failure to notify the appropriate school official that the student is undergoing medical treatment that includes the use of any drug or medication capable of affecting the student's mental and physical abilities is violation of

this policy. The penalty for this violation may be the same as an initial positive test result under the random testing provisions.

Procedure

The District may require each student of the Centerpoint School District, grades six through twelve, to provide a urine specimen. Each specimen cup will have a number on it that will be assigned to a participant's name. The numbers that are selected through a random process will be sent to the lab for testing. A urinalysis will be the method utilized to test for the presence of chemicals in the body.

While students are in school, they will be subject to random selection for testing. Each student will be assigned a number. Particular days will be selected for testing. The amount of numbers drawn will be not less than (2%) or greater than (15%) of the students in grades seven through twelve. If any student whose number is drawn is absent on that day, the selection process will continue until the number of students selected for testing equals the number representing the percentage of students designated for random testing.

Any attempt by a student to manipulate the outcome of his/her drug test will be equivalent to a refusal to submit to testing. Any attempt to manipulate or aid in manipulating the outcome of any drug test will be considered falsification of information.

Upon receipt of a positive test result for any student, a student may request a retest at his or her expense within a 24-hour period of a positive result. The school will reimburse the cost of this test should the result be negative. The specimen must be given at a pre-designated doctor's office. The superintendent or designee will notify the student and the student's parents or legal guardians, and the superintendent will schedule a conference with the student's parents or legal guardians to explain the result. The student will be placed on probation of twenty (20) days. After twenty-one (21) days, the student will be tested again at the student's expense, and a written copy of the results will be given to the superintendent or designee. If the test is negative, the probation will be lifted. If the test is positive, the student will not be allowed to continue in school activities for one calendar year. The student cannot participate in any form of co-curricular activity involving the Centerpoint School District. To regain eligibility for participation in activities for the next year, a student must provide proof of a negative chemical screening test that must be administered by the pre-designated doctor at the student's expense.

Certain chemicals that take more than twenty (20) days to leave the student's system will be considered differently if a doctor's written opinion details said residual effects of that particular substance.

Testing Procedure

The initial urinalysis method will be an immunoassay screen. If a specimen tests positive for any substance being checked, a student may request a confirmation test within twenty-four (24) hours of receiving the positive results. The confirmation test will be at the student's expense at the office of a pre-designated physician. Gas chromatography/mass spectrometry GC/MS will be conducted on the specimen. The student will be allowed to retest at the end of the 20-day probation period at his or her expense. If the result of the GC/MS test is positive, the student will be considered to have had as a positive result. If the GC/MS is negative for the suspected substance or substances, the student will be considered to have had a negative result.

All test results from the laboratory will be communicated to the superintendent or designee. To ensure proper testing procedures, United States Department of Health and Human Services Standards as defined by the National Institute of Drug Abuse certified laboratories will be followed.

All urine specimens will be taken at a designated restroom. Any student who is requested to provide a urine specimen will be directed to the collection site where the student will complete the necessary forms. Students selected as part of the random test will be required to execute an additional consent form.

The following precautions will be taken, as appropriate, at the collection site:

1. Positively identify the examinee.

2. The observer will ask the individual to remove any unnecessary outer garments (i.e., coat, jackets) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. All personal belongings (i.e., purse, briefcases, etc.) must remain with the outer garments. The observer will note any unusual behavior or appearance.
3. The student will be instructed to wash and dry his or her hands prior to providing the specimen. After washing his or her hands, the student will not be outside of the presence of the observer and not have access to water fountains, faucets, soap dispenser, or cleaning agents until after the specimen has been provided and sealed. Only one person will be allowed at a time in the washroom and process area.
4. The student will be allowed to provide the specimen in a stall or other partitioned area that allows for individual privacy. After the specimen had been provided, the student should leave the stall.
5. At the collection site, toilet bluing agents may be place in the toilet tanks whenever possible. No other source of water will be available in the enclosure where urination occurs.
6. After the specimen has been provided to the observer, the observer will continue with chain of custody procedures and determine whether it contains at least 60 milliliters of urine. If there is not at least 60 milliliters, additional urine should be collected. The student may be given reasonable amounts of water for drinking. If a student fails for any reason to provide the necessary amount of specimen, the observer will contact the superintendent or designee for guidance.
7. Immediately after collection the observer will check the temperature of the specimen and inspect the specimen for color and signs of contaminants. Freshly filled specimens should be warm.
8. Both the observer and the student being tested will keep the specimen in view at all times prior to its being sealed and labeled.
9. The student will observe the tamper-proof seal. The labels for the specimen bottle must have all information completed before being placed over the bottle cap and down the sides of the bottle. The observer will place the identification label securely on the bottle.
10. The student and the observer will sign the chain of custody form and have the observer initial the specimen label.
11. The identification label on the specimen container will contain: the date; the student's name; the student's assigned number
12. The observer will enter the identifying information in a record book. Both the observer and the student will sign the record book. Both the observer and the student will sign the permanent record book next to the identifying information.
13. The student will be asked to read and sign a certification statement regarding the urine specimen.

Results and Notification

Test results will be reported to the superintendent or his designee within a specified number of days after the lab's receipt of the specimens. All reports will be in writing. All specimens testing negative on the initial test or negative on the confirmation test will be reported as negative. Only specimens confirmed as a positive will be reported as positive for a specific drug(s).

Substances Tested

The substances for which students will be tested include:

BARBITURATES

Amobarbital - Butabarbital

AMPHETAMINES

Amphetamine

BENZODIAZEPINES

Alprazolam- Chlordiazepoxide

Butalbital- Pentobarbital	Methamphetamine	Clorazepate- Diazepam
Phenobarbital- Secobarbital	Halazepam- Prazepam	Trizolam

COCAINE METABOLITES	PROPOXYPHENES	PHENCYCLIDINE(PCP)
QUALITATIVE THC	OPIATES	ETHYLALCOHOL
Codeine- Heroin - Morphine		

The cut-off levels for initial screens will be 100 nanograms per milliliter (ng/ml) for marijuana metabolites (THC), 300 ng/ml for cocaine, metabolites, and opiates, 25 ng/ml for phencyclidine, and 100 ng/ml for amphetamines. The cut off level for ethyl alcohol shall be four one-hundredths of one percent (.04%) by weight of alcohol in the student's breath or blood. Cut off levels used are determined by the National Institute on Drug Abuse.

Consent Form

A consent form must be completed and signed by each student and his or her parent or guardian. Students who do not provide consent to be tested (in the random pool) are allowed to join clubs or organizations but are not allowed to attend after school meetings or participate in off-campus trips, nor are they allowed to park on campus. Students who do not provide consent to be tested may not participate in:

- class trips
- field trips not used as part of classroom instruction
- dances
- prom
- athletics
- homecoming
- band/choir
- school, club, and organization trips

Cost

The test to be given during random selection will be paid by the District. Any second test or test requested by the parent or student will be at the parent's expense.

Testing Due to Reasonable Suspicion

Students who have been identified through the criteria outlined as reasonable suspicion may be tested separately from the times of the random testing. The testing should take place as soon as possible after the determination of reasonable suspicion has been verified. The charge of the testing for those identified will be the responsibility of the District.

Records

The superintendent or designee will maintain all records concerning chemical abuse testing. The records will not be kept in a student's regular file. Only the superintendent or his designee will have access to the files. The files on each student will be destroyed upon graduation or two years after termination of enrollment. A student and the student's custodial parents/legal guardians may obtain a copy of their chemical abuse testing records upon written request

Academic Requirements

Grading System

1. The grading system used in the Centerpoint School District for grades seven (7) through twelve (12) shall be as follows: A, B, C, D, F, and I. The percentage scale to arrive at the above grades is:

A- 90 thru 100

B- 80 thru 89

C- 70 thru 79

D- 60 thru 69

F- 59 and below

I- Incomplete work that may be completed for a grade, at such time the "I" will be changed to the appropriate grade. For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

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

2. Quality points for Advanced Placement (AP) courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points. Students that do not take the AP exam will not receive weighted credit.
3. The semester grade will be computed by counting the individual nine weeks' grades as 40% each and the semester exam as 20%.
4. There will be a semester exam given in each class.
5. Students who meet the following conditions will be exempt from semester exams:
 - No in-school suspension, out-of-school suspension, or Saturday school during the current semester
 - No unexcused absences
 - Have an A in the class with no more than five (5) parent contact absences
 - Have a B in the class with no more than three (3) parent contact absences
6. Factors affecting promotion or graduation may be, but are not limited to, absences, academic performance, standardized test scores, and earned grades during the school year. Grades shall be based on educational objectives only.

Homework

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

Additional Promotion Requirements

1. Promotion/Retention Policy for sixth (6) seventh (7) and eighth (8) grades:
 - a. Any student in grades 6-8 earning an "F" grade for the year in two or more core courses (math, English, science, social studies) will not be promoted to the next grade. Yearly grades will be determined by averaging of the two semester grades.
 - b. Any student in grades 6-8 having eight (8) or more failing semester grades for the entire year, including electives will not be promoted to the next grade.
2. Students in grades 6-8 shall not be retained more than one year. After having been retained for one year, they will be evaluated for an appropriate educational program.
3. It will be the responsibility of the teacher to notify parents of possible failures and to arrange conferences with parents before the child is given a failing grade on a year's work.

Requirements for Honor Graduates


There are three paths for students who wish to be considered honor graduates: Math, Science, and Technology; Humanities and Social Sciences; Universal.

To graduate as an honor graduate, students must meet the following conditions:

1. Meet all requirements for graduation.
 2. Have a 3.5 grade point average or higher.
 3. Complete the Smart Core track and all of the courses within the chosen honor graduate path.
- Honor graduates will be distinguished in the following manner:

- a. Cum Laude- Students with a 3.50-3.75 GPA
- b. Magna Cum Laude- Students with a 3.76-3.99 GPA
- c. Summa Cum Laude- Students with a 4.0 and above GPA

Students who complete Project 2020 will be classified as honor graduates according to the same GPA guidelines as other students. (Starting with the Class of 2025)

Math, Science, & Technology	Humanities & Social Sciences	Universal
AP Biology	AP World History <i>or</i> AP United States History	Choose five of the eight blocks to the left. 
Physics <i>or</i> AP Environmental Science	AP Language	
Pre Calculus, AP Calculus, <i>or</i> College Algebra	AP Literature <i>or</i> Composition I <i>and</i> Composition II	
Anatomy & Physiology <i>or</i> Honors Chemistry	AP Government	
Computer Science (1 credit)	Community Service Learning	*Computer Science (1 credit) <i>or</i> Community Service Learning (Through 2025)

***Starting with the Class of 2026, all students will be required to take a Computer Science class to graduate. Starting with the Class of 2027, all students will be required to complete 75 Community Service hours to graduate; therefore, those requirements will no longer apply toward Honor Graduate designations starting in 2026.**

Credit through Correspondence Study and Concurrent Credit

Correspondence courses may not be used in lieu of regular courses offered by Centerpoint High School to meet the requirements for graduation before the student has completed six (6) semesters. Any student may then apply for correspondence study through the office of the principal. Approval for correspondence study will be based on the following:

- a. The course must be one of the required courses for graduation.
- b. No more than one (1) course may be taken at a time.
- c. Credit will be awarded only on courses taken to meet the minimum graduation requirements.

According to A.C.A. 6-18-223 and the rules set forth by the Division of Elementary and Secondary Education (Section 4.02), any public school student in grades 9-12 who enrolls in and successfully completes a course(s) offered by a publicly supported community college, technical college, four-year college or university, or private institution shall be entitled to receive both high school and college grades and credit toward graduation, as outlined in these regulations. Credit earned by CLEP examination may not be counted as high school credit. Participation in the concurrent high school and college credit program must be documented by a written agreement between Centerpoint High School and the participating post-secondary institution.

Memorandums of understanding between Centerpoint High School and the University of Arkansas Cossatot and Arkansas Tech University are in effect.

Three semester hours of college credit taken by a student in grades 9-12 at a publicly supported community college, technical college, four-year college or university, or private institution shall be the equivalent of one unit of high school credit in the same subject area. A three-semester hour remedial/developmental

education course shall be the equivalent of one-half unit of credit for a high school career focus elective. A remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

College credit earned at a publicly supported community college, technical college, four-year college or university or private institution by an eligible student shall be counted by the high school toward graduation, including credit earned through summer terms.

All concurrent courses must be pre-approved by the principal or counselor to determine unit placement. Unless approved by the school principal or counselor, prior to enrolling for the course, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

Students are responsible for having the transcript for the concurrent credit courses they have taken sent to their school in order to receive credit for the courses. Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 are to be received by the school by the same time grades are due for regularly-scheduled high school students. Students will retain credit applied toward a course required for high school graduation from a previously attended accredited, public school. Any and all costs of higher education courses taken for concurrent credit are the student's responsibility unless arrangements have been made otherwise.

Network Acceptable Use

The Centerpoint School District makes computers and/or computer Internet access available to students, to permit students to perform research and to allow students to learn how to use computer technology. Use of district computers is for educational and/or instructional purposes only. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors. For the purposes of this policy "harmful to minors" is defined as any picture, image, graphic image file, or other visual depiction that:

- a. taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- b. depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- c. taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

The purpose of the Centerpoint School District's network is to support learning and enhance educational opportunities. Through a partnership with the Arkansas Public School Computer Network, students and staff have access to the Internet, a "network of networks" of computer systems all over the globe. The Internet affords users virtually unlimited access to high quality research and the capacity to collaborate with students, teachers and experts in various fields of study throughout the world. The district recognizes that to insure that its substantial investment in technology is utilized to accomplish its educational goals, it is necessary that all users behave in a responsible, efficient, ethical, and legal manner.

The Board, therefore, expects that all students in the Centerpoint School District shall abide by the following:

1. Use the network only with permission of a teacher and only after the appropriate permission document(s) is/are signed by the student and the student's parent or guardian and filed at the school.
2. Use the network only for legitimate educational pursuits. Use of the network for recreational games, accessing inappropriate material such as that of a sexually explicit nature, or using the network for commercial purposes is prohibited.

3. Abide by all district, local, state, and federal regulations and laws including but not limited to copyright laws.
4. Refrain from any activities that might cause damage to hardware, software, or data files. Refrain from using inordinate amounts of network time or materials.
5. Refrain from bringing personal software into the network environment.
6. If in doubt about how to do something on the computer or unsure if an action is appropriate, ask a teacher or system administrator.
7. Students must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district's technology network security or Internet filtering software, alter data without authorization, or disclose passwords to other students.
8. Students who misuse district-owned computers or internet access in any way, including using computers to violate any other policy or contrary to the computer use agreement, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, as specified in the student handbook and or computer use agreement.

1:1 Technology Initiative

All students in grades 9-12 will be issued a school-owned laptop, charger, and carrying case. All parents or guardians and students will be required to read and abide by the rules set forth regarding the use and care of the laptop. Centerpoint High School use digital technology and laptops to deliver instruction and assignments within all courses. Parents or guardians and students should understand that using such devices for academic endeavors is an expectation of students enrolled at Centerpoint High School, and students are expected to use their laptops for academic applications and other educational endeavors.

In keeping with the guidelines in Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments Acts of 1973, and the Americans with Disabilities Act of 1991, the Centerpoint School District assures that no person shall on the basis of race, color, national origin, sex, age, or handicapping condition be excluded from the participation in, be denied the benefits of, or be subject to discrimination under any program or activity including the 1:1 technology initiative.

Academic instruction and the delivery of class assignments will only be provided in alternative methods when determined appropriate by school administration.

Damage to Laptops

Students must notify the appropriate school personnel immediately once they discover damage to their laptops. Typically, a replacement laptop will be issued while the original laptop is out of commission. Should school personnel determine that the damage to the laptop was the result of malicious and purposeful behavior, school rules will apply including charging the parent or guardian of the student the full replacement cost of the laptop plus any shipping and taxes associated with obtaining a new laptop.

At the end of the school year, students will return their laptops, chargers, and cases. Failure to return a laptop will result in the student being charged the full \$400.00 replacement cost. The District may also file a report of stolen property with the Pike County Sheriff's Office.

Returning Laptops for Transferring/Withdrawing Students

Students who transfer or withdraw from the Centerpoint School District must return their laptops and all issued peripherals to the appropriate school personnel on their last day of attendance. Failure to do so may result in the student being charged the full replacement cost. The district may also file a report of stolen property with the Pike County Sheriff's Office. Academic records will not be sent to a transfer school until all school-owned materials have been returned.

Caring for Laptops

Students are responsible for the general care of the laptop issued to them by the school. General precautions include:

- Food or drink should not be next to your laptop while it is in use.
- Cords, cables, and removable storage devices must be inserted carefully into the laptop.
- Never carry the laptop while the screen is open unless directed to do so by a teacher.
- Laptops should not be used or stored near pets.
- Laptops should not be used with the power cord plugged in when the cord may be a tripping hazard.
- Laptops must remain free of any writing, drawing, stickers, or labels.
- Laptops should never be forced into a book bag as this may break the screen.
- Heavy objects should never be placed on top of laptops.
- Laptops should not be exposed to extreme temperature or direct sunlight for extended periods of time. Extreme heat or cold may cause damage.
- Laptops must remain in the school-issued protective case at all times.
- Non-factory chargers should never be used with a laptop. This will void the warranty and could cause irreparable damage to the laptop.

Student Privacy

Students have no expectation of confidentiality or privacy with respect to any usage of a laptop, regardless of whether that use is for district-related or personal purposes, other than as specifically provided by law. The district may, without prior notice or consent, log, supervise, access, view, monitor, and record use of student laptops at any time for any reason related to the operation of the district. By using a laptop, students agree to such access, monitoring, and recording of their use.

Content Filter

The district utilizes an Internet content filter that is in compliance with the federally-mandated Children's Internet Protection Act (CIPA).

Inspection

Students may be selected at random to provide their laptop for inspection. The purpose for inspection will be to check for proper care and maintenance as well as inappropriate material being carried into the school.

Estimated Replacement Costs (Subject to Change)

Laptop- \$400

Charger- \$25

Carrying Case- \$25

Laptop Technical Support

The librarian/media specialist located in the Centerpoint High School Learning Commons will be the first point of contact for students with issues involving laptops. Services provided include:

- password reset;
- user account support;
- distribution of replacement/loaner laptops;
- restoring laptop to factory default; and
- system software updates.

Student Discipline

Any conduct by a student at school or any school function found to be detrimental to the educational or co-curricular goal will be subject to disciplinary action.

The Centerpoint School Board recognizes that the principal and faculty of each school must always be in a position to take disciplinary action if the atmosphere for learning is to be maintained. All disciplinary action should contribute to the general welfare of the school or class as a whole and should be directed toward positive improvement of citizenship for the group or individual involved. Disciplinary actions may range from a minimum of a verbal warning to a maximum of recommendation of expulsion.

Disorderly activities by any student or group of students that adversely affect the school educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal's designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration. The principal, assistant principal, or dean of students will assign all punishment with input from those deemed necessary, which may or may not include the parents of the student.

Conduct at School Activities

Students will be expected to conduct themselves at school activities in the same manner as during school hours. The same disciplinary action will be taken for misconduct at school activities as would apply during school hours. All student complaints and/or grievances need to be handled and addressed in the proper order including:

- 1st- Teacher
- 2nd- Principal
- 3rd- Superintendent

Dress Code

The primary responsibility for the appearance of students rests with the parents and the students themselves. Dress and appearance must not present health or safety hazards or cause disruption of the educational process. Shoes must be worn at all times. Clothing not approved includes:

1. sleeveless shirts that are less than 3 fingers wide on the straps and/or have large arm holes
2. tops that are see-through or low cut in front, back, or sides;
3. tops that do not reach the pant line
4. hoods;
5. shorts that are shorter than mid-thigh;
6. pants worn below the normal position;
7. clothing with holes that are above mid-thigh unless leggings/shorts are worn underneath or the hole is covered. *clothing with holes in the private areas may not be worn even if covered.
8. clothing or accessories that promotes the use of drugs, alcohol, violence, or immoral behavior or clothing that is demeaning to others.

Detention (D-Hall)

Detention will be held at lunch and is assigned by the principal or his or her designee. Detention will be held in an assigned room Mondays through Thursdays. It is supervised by school personnel, and the student or his or her parents are responsible for transportation.

In-School Suspension (ISS)

ISS is designed as a disciplinary measure to avoid students being suspended from school. Students who are assigned ISS will be isolated from their peers for the length of the assignment, but they will be furnished with the regular classroom assignments as well as other assignments that may be deemed appropriate. In-school suspension shall be treated as if the student was present at school. The student shall neither attend nor participate in any co-curricular activities until all days of suspension have been served.

Out-of-School Suspension (OSS)

OSS is used as a punishment for offenses deemed more serious in nature or in the case of repeated offenses. During a period of OSS, students may not attend any school function either during school or after school. Teachers reserve the right to accept or deny work that was assigned or due during a student's OSS punishment.

Friday School

Friday school is as needed. Each session will begin at 8:00 a.m. and conclude at 12:00 p.m. Students who are late will not be admitted, and students must stay for the entire duration. Friday school may be used as a punitive action for rule violations, for excessive tardies or absences, and/or as a means to make up excessive absences.

Alternative Suspension

Alternative suspension is designed to allow students the opportunity to continue receiving credit during a time of out-of-school suspension. Parents or guardians may have the opportunity to place their student in alternative suspension equal to double the amount of time of the assigned out-of-school suspension and up to a total time period not to exceed ten (10) days of ISS. Alternative suspension will be served in ISS at the discretion of the principal or his or her designee.

Discipline for Disabled

1. Disabled students who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to a free, appropriate public education.
2. The individualized education program (IEP) team for a disabled student should consider whether particular discipline procedures should be adopted for that student and included in the IEP.
3. Handicapped students may be excluded from school only in emergencies and only for the duration of the emergency. In no case should a disabled student be excluded from school for more than ten days in a school year.
4. After an emergency suspension is imposed on a disabled student, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting for the exclusion.
5. The suspended student should be offered alternate educational programming for the duration of the exclusion.
6. The school counselor is the person designated as the grievance officer for Act 504.

Category I Offenses

Category I offenses are considered minor in nature and should be dealt with exclusively by the principal and building staff and in consultation with the student's parents or guardians. Normally, disciplinary actions for category one offenses will become progressively more severe if minor rule infractions persist. However, the administrator may choose the most severe penalty at any time based on the student's past disciplinary record. For category one violations, the principal may choose from a minimum of student/staff/administrator/parent conference to a maximum of a 10-day suspension. Disciplinary actions include:

1. student/staff/administrator/parent conference
2. in-school suspension
3. detention hall
4. corporal punishment
5. Friday school
6. 3-10 days out-of-school suspension

Rule 1: Academic Dishonesty

1. Cheating on tests
2. Copying the work of another student
3. Allowing another student to copy one's own work
4. Utilizing artificial intelligence without teacher guidance to complete assignments.
5. Plagiarism- The unauthorized use or close imitation of the language and thoughts of another author and the representation of them as one's own original work. Example- to copy and paste passages and writings from the Internet or other digital sources into one's own assignment without the use of proper citation. For all offenses involving academic assessments, the students will receive a zero on the assessment.

Rule 2: Insubordination

Failure to obey reasonable instructions from teachers, administrators, instructional aides, bus drivers, or any other authorized school district employee.

Rule 3: Unpreparedness/Missing Assignments

Failure to have all necessary and relevant materials for class. This includes any books, materials, papers, or assignments including having a school-issued laptop in possession and charged.

Rule 4: Minor Altercations

Engaging in a physical struggle having the potential of producing bodily harm. All participants in an altercation will be disciplined according to the degree of involvement of each student.

Rule 5: Harassment/Bullying

Behavior or actions that violate a person's right to privacy.

1. Annoyance- To "pick at" or "tease"
2. Communications- Non-solicited oral or written communication offensive to the recipient.
3. Sexual- To violate another person by using sexually explicit language or gestures as described in 4.27.
4. Bullying as defined in 4.43

Rule 6: Tardies

A student is tardy if he/she is not in the assigned classroom or other location at a time indicated by the assigned teacher. Students will be considered absent if they miss over 15 minutes of class. Tardies are

cumulative for all classes for the entire semester. Teachers will record in TAC the number of times a student is tardy. The following actions will be taken in response to continued tardiness:

- a. Third Offense- Written warning
- b. Fourth Offense- Student will be assigned one day of detention.
- c. Fifth Offense- Student will be assigned one day of In-School Suspension.
- d. Sixth Offense and all subsequent offenses- Student will be assigned multiple days of In-School Suspension and/or Saturday School.

Rule 7: Displays of Affection

Any type of conduct that is suggestive in nature.

Rule 8: Use of Electronic Devices or Cell Phones

The use of these devices without the teacher's permission.

Students **may not** access their phones at any time during class time whether in class, in the hall, bathrooms, or other school property without the permission of the teacher. Students may access their phones during lunch, between classes, and before or after school.

Rule 9: Using the Likeness of a School Employee

Students may not use an image, drawing, or other representation of a school employee without express written consent of the employee.

Rule 10: Using profanity

Students may not use profanity, make obscene gestures, or wear clothing that depicts profanity or obscene gestures.

Category II Offenses

Generally, disciplinary actions for violations of Category II Offenses will move progressively through a defined schedule at each rule violation. However, the administration may move to the most severe penalty at any time based on the circumstances involved in the particular incident.

Rule 11: Failure to Serve a Punishment

Failure to serve a punishment when directed to do so by an administrator or teacher.

Minimum—ISS

Maximum—out-of-school suspension

Rule 12: Leaving School Grounds without Permission

Leaving the school campus without being checked out by a parent or without the approval of an administrator.

Minimum—ISS

Maximum—out-of-school suspension

Rule 13: Possession of Inappropriate Materials or Devices

Students should not be in possession of any materials detrimental or disruptive to the educational climate including radios, electronic games, laser pointers, or any items that resemble weapons. As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

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.

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

1. using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. permitting any audible sound to come from the device when not being used for reason #1 above;
3. engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. using the device to take photographs, videos, or audio recordings unless expressly permitted by school personnel; and/or
5. creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

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

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

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated.

Minimum—detention

Maximum—ISS

Rule 14: Skipping Class

Failure to attend regularly-scheduled class without the express permission of the assigned teacher.

Minimum—ISS

Maximum—reported to prosecuting attorney

Rule 15: Possession of Pornographic Materials

Possession, displaying, or otherwise showing pornographic photographs, videos, etc.

Minimum—ISS

Maximum—out-of-school suspension

Rule 16: Using Verbally Abusive Language or "Fighting Words"

Using inflammatory, verbally abusive.

Minimum—ISS

Maximum—out-of-school suspension

Rule 17: Use or Possession of Tobacco Products or Inhalants

The use or possession of a tobacco product or inhalant of any kind on school district property or at a school-related event.

Minimum— out-of-school suspension Maximum—expulsion recommendation

Rule 18: Threat of Assault

A threat to harm another person physically or an unsuccessful attempt to do so with “blows.” A violent attack with words, profanities, etc. in an attempt to promote or incite physical violence.

Minimum— out-of-school suspension Maximum—expulsion recommendation

Rule 19: Battery

Repeated beating or striking of another person either directly or with an object producing bodily harm.

Minimum—10 days out-of-school suspension Maximum—expulsion recommendation

Rule 20: Theft

1. Burglary and or Larceny- to steal school property or property belonging to another person.

Minimum—out-of-school suspension Maximum—expulsion recommendation

2. Robbery- the violent taking of any goods, money, or other valuable items from another by force or threats.

Minimum—expulsion recommendation

3. Possession of Stolen Property- an individual has bought, been given, or acquired stolen goods some other

way (other than having stolen the items himself/herself).

Minimum—ISS Maximum—expulsion recommendation

Rule 21: Fighting

Mutual combat in which participants inflict intentional and bodily injury to any person. All participants in a fight will be disciplined according to the degree of involvement by the participants.

Minimum—3 days out-of-school suspension Maximum—expulsion recommendation

Rule 22: Recording and/or sharing recordings of fights

To record and/or share a recording of a fight

Minimum— ISS

Maximum— OSS

Rule 23: Use of Profanity Directed toward a Staff Person

To direct profanity in a non-threatening manner to a school staff member.

Minimum—out-of-school suspension Maximum—expulsion recommendation

Rule 24: Loitering

Lingering on the ground of a school or within 100 feet of the school without permission of an administrator. No suspended and/or expelled student is allowed on school district property for any purpose while serving the suspension/expulsion.

Minimum— out-of-school suspension Maximum—expulsion recommendation

Rule 25: Vandalism

To intentionally destroy, cut, deface, damage, or alter property belonging to another person or belonging to the school district. The parent/guardian shall be responsible for all damages to property caused by his/her child. Full restitution will be required for all damaged property including all labor costs associated with the repairs.

Minimum—in-school suspension

Maximum—expulsion recommendation

Rule 26: Disorderly Conduct

1. Inappropriate behavior that substantially disrupts or interferes with or is likely to disrupt or interfere with any school function, activity, or school program.
2. The use of violent, abusive, obscene, or profane language or gestures directed at another person or to the public in general.
3. Habitual or repeated violations of school rules and regulations:
 - a. Violation of single rule two or more times in a semester.
 - b. Violation of a combination of rules four times in a semester.

Minimum—3 days out-of-school suspension Maximum—expulsion recommendation

Rule 27: Harassing Communications

Use of telephone, text, social media, e-mail, or any other form of communication to annoy, cause alarm to, or to threaten to harm another person, or to willingly allow another person to use a telephone or other electronic device under your control for such a purpose.

Minimum—out-of-school suspension Maximum—expulsion recommendation

Rule 28: Forgery or Falsification of Information

Falsifying signatures or information on official school records.

Minimum— in-school suspension Maximum—expulsion recommendation

Rule 29: Use of Inappropriate Devices/Materials

The use of inappropriate items including, but not limited to, pocket knives and pepper spray.

Minimum—3 days out-of-school suspension Maximum—expulsion recommendation

Rule 30: Possession of Weapons, Chemical Agents, or Fireworks

The possession, without permission from a school official of a dirk, brass knuckle, martial arts implement, razor, ice pick, knife, unauthorized tool, blackjack, chemical agent, fireworks, mace, and/or other devices generally considered to be a weapon or dangerous objects of no reasonable use to the student at school which may cause bodily harm.

Minimum—3 days out-of-school suspension Maximum—expulsion recommendation

Rule 31: Possession and/or Use of Alcoholic Beverages

The possession or use of alcoholic beverages or the use of unauthorized inhalants on a school campus or at a school-related activity.

Minimum—4 days out-of-school suspension Maximum—expulsion recommendation

Rule 32: Misuse of Medical Supplies and/or Medication

Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession.

Minimum—3 days out-of-school suspension Maximum—out-of-school suspension

Category III Offenses

Students found guilty of Category III offenses may receive an expulsion recommendation, and the sheriff's department may be notified.

Rule 33: Use and/or Possession of a Controlled Substances or Unauthorized Drugs or Substances

The possession or use of non-prescribed narcotic drugs, hallucinogens, marijuana, any unauthorized drug or substance, or drug paraphernalia as defined by Arkansas Code is a violation of district policy. In

addition to suspension, students must show proof of having enrolled in an approved drug/alcohol counseling program prior to reinstatement.

Rule 34: Sexual Misconduct

To deliberately show the sex organs in a public place or to engage in or attempt to engage in a sexual act with another person or to touch in a sexually offensive manner on school district property or at a school-related activity.

Rule 35: False Alarm

To turn in an alarm of fire, bomb threat, or other emergency without a lawful purpose.

Rule 36: Arson

The willful and deliberate burning of or attempt to burn school property.

Rule 37: Drug/Alcohol Use, Sale, or Distribution

The sale, attempt to sell, purchase, or attempt to purchase, or distribution of alcohol, marijuana, non-prescribed/prescribed drugs, hallucinogens, or similar substances, students expelled for this violation shall be required to submit proof of the successful completion of drug/alcohol counseling and/or treatment program prior to petitioning the board for reinstatement.

Rule 38: Physical Assault on Staff

Striking, pushing, hitting or attempting to strike, push, or hit a teacher or other school personnel.

Rule 39: Verbal Abuse of Staff

The use of violent, abusive, or obscene language or gestures addressed to a teacher or staff person in a threatening manner.

Rule 40: Possession of a Firearm

State and federal law (Gun-Free School Act of 1994) requires expulsion for students for a period of not less than one year for possession of any firearm or other weapon prohibited upon school campus by law; however, the superintendent shall have discretion to modify such expulsion requirements for a student on a case-by-case basis.

Rule 41: Use of Weapon or Likeness of Weapon

The act of using a weapon or firearm to cause injury or threaten injury to another person.

Rule 42: Possession or Use of Explosives

The possession, use, or threat to use any explosives or other such devices capable of inflicting bodily harm.

Rule 43: Extortion

Obtaining or attempting to obtain money or property from an individual by force or threat of force.

Rule 44: Unlawful Assembly

When three or more students gather with the intent to commit an unlawful act.

Rule 45: Inciting a Riot

An act or conduct which results in a riot or that urges others to commit acts of force and violence or participation in a gang fight or similar disturbance at school or at school related activities.

Rule 46: Membership in Prohibited Clubs, Gangs, or Similar Organizations and Hazing

Participating in secret societies or organizations of any kind while on school property, at school-sponsored activities, or while on the way to or from school. Gangs or similar groups, whether organized in the community or in other setting, are prohibited on school grounds or at any school-sponsored activity.

Rule 47: Terroristic Threatening

A credible threat to harm someone by using a deadly weapon

School Organizations and Co-Curricular Activities

Athletics

Athletics will be governed by the Athletic Handbook.

Graduation

Graduation will be scheduled by the high school principal in consultation with the senior class sponsors. All students who meet the graduation requirements will be allowed to participate in graduation ceremonies.

Ushers- A minimum of four ushers will be required. Using grade point average and honor graduate progress, the top two boys and the top two girls will serve as ushers.

Dress Requirements- Formal dress is required for all participants in graduation. Failure to follow the dress guidelines may result in a student not being allowed to participate in the graduation ceremony.

Boys will wear collared shirts, dress pants, dress shoes or polished boots, and a tie. Girls will wear a dress or dress pants and dress shoes. No flip flops, casual sandals, jeans, or tennis shoes are allowed. Students are not allowed to decorate their caps.

Dances and Parties

1. All school-sponsored dances and parties must conclude by 11:00 p.m.
2. Only students of Centerpoint High School and their approved guests will be admitted.
3. All guests must be approved by the principal prior to the dance or party.
4. A student bringing an approved guest will be responsible for the conduct of this guest while on school premises.
5. The school organization sponsoring the dance or party is required to clean up the facility and put everything back in order before classes resume.

Junior/Senior Prom

School sponsorship of junior/senior prom activities will end at the conclusion of the dance. Any activities after the conclusion of the dance will be the responsibility of the parents and students. The location of the junior/senior prom will be determined by a majority vote of the junior class under the supervision of the eleventh grade sponsors. The final decision must be approved by the principal. Invited guests to the prom will include:

1. Faculty members of Centerpoint High School
2. Superintendent
3. Principals and assistant principals

All students and guests who attend prom must be in at least the tenth grade but less than 21 years of age. Any non-Centerpoint student must present a copy of a driver's license or photo ID prior to the date of the prom. Students who invite a guest who is not a Centerpoint High School student must accompany his or her guest at all times during the event.

Homecoming

The purpose of all homecoming activities is to foster pride and loyalty in Centerpoint High School. Every student, both present and past, should show pride, loyalty, and support to the school and its programs. Those

selected to participate in homecoming festivities hold a position of responsibility as well as honor. They represent all the students, and each participant should strive to discharge their obligations with the highest dignity. The date for the homecoming game will be set by a committee consisting of the head football coach, cheerleader sponsor, and high school principal.

1. The homecoming ceremony will be observed during football season.
2. The booster club will co-sponsor homecoming with financial backing and organization of practices and decorating.
3. The homecoming court will be announced approximately four weeks prior to the scheduled night of the homecoming.
4. Four maids each from the tenth and eleventh grades will represent their class. One maid will be chosen by the senior high football team, one will be chosen by a combined vote of the senior high basketball teams, and two maids will be chosen by their respective classes.
5. Five maids from the twelfth grade class will be chosen. One maid will be chosen by the senior high football team, one maid will be chosen by a combined vote of the senior high basketball teams, and three maids will be chosen by the senior class.
6. Students voted as maids their sophomore year will not be eligible to serve as a maid their junior year. All girls, regardless of their previous service as a maid, will be eligible to serve as a maid their senior year.
7. The queen will be selected from the five senior maids by a majority vote of the students in grades 10-12.
8. The court will be presented at the pep rally on the day of the homecoming. The maids will wear white dresses, and the escorts will wear tuxedos.
9. The announcement of the queen and the coronation will take place during the pep rally on the afternoon of homecoming.
10. A previous queen or one of the past senior maids, if possible, will present the crown to the escort for crowning.
11. All escorts will be selected from the boys who participated for a full year on a previous varsity boys' sports team. Beginning with twelfth grade team members and then progressing down by grade, the homecoming sponsors will assign escorts to maids.
12. The escorts during the evening ceremony will be the maids' fathers or other male representatives.

Updated 6/24/19

Transportation and Safety Procedures

Student Parking Regulations

1. Students are to abide by all state, city, and school regulations pertaining to the operation of motor vehicles.
2. Students are to park their vehicles in the designated areas when arriving at school.
3. Students will not be allowed to drive their vehicles during the school day unless they have permission from the principal, assistant principal, or dean of students.
4. Students shall not loiter in or around vehicles for any reason during the school day, before, and/or after school.

Accidents and Illness at School

Accidents to students on school premises are to be reported to the school nurse. If necessary, the family physician will be called. When students are injured or become ill, their parents may be notified, and, if serious enough, students may be required to leave school. The school assumes no responsibility for financial obligations involved in the treatment of accidents or illnesses that originated or occurred while the student was at school.

Policies Not Covered in This Handbook

The superintendent has authority to temporarily enact any policy that is needed but not printed in this handbook. The temporary period of duration will be until the school board meets in their next regularly-scheduled meeting.

Student Privacy Opt Out

Throughout the year, we take opportunities to recognize our students and the success that they have. We want to share with the public the great things that our students, your children, do on a daily basis. We do this by publicizing their achievements on social media sites such as Twitter and Facebook, through videos on our district YouTube channel, and through the local and statewide papers. We also request the right to use the said formats for nonprofit purposes including their use in print and/or video, on the Internet, and through all other forms of media.

At the same time, we understand that safety and privacy are critical. If you wish for your child's image to **NOT** appear in these publications or videos, please complete the following section and return it to the appropriate school principal. The district cannot guarantee that a student's image and/or name will not be published in print or digital media when involved in inherently public activities including athletic events, band concerts, award assemblies, etc.

By not returning the section below, your consent is assumed, and your child's image may appear in the various media outlets.

As the parent of _____, I do not grant permission for the Centerpoint School District to use my child's image in any capacity.

Parent Signature

Date

Title I Parent Right-to-Know Statement

The Centerpoint School District receives federal funds for Title I, Part A programs. Throughout the school year, we will provide you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information or to get answers to any questions about your child's education, please contact your child's school by phone at 870-356-2912.