

CORNING SCHOOL DISTRICT

Home of the Bobcats

Student Handbook
2024-2025

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Introduction

- This handbook is intended for the use of students, parents/guardians, faculty, and administration of the Corning School District. It has been revised and refined; every effort has been made to ensure that it conforms to the guidelines as set forth by the State of Arkansas as mandatory information to be included in a student handbook. The main purpose of this handbook is to set forth clearly the standards of behavior and the limits on behavior established by law and Board of Education Policy. We sincerely hope that each person will make a conscious effort to abide by all rules and procedures as outlined here. If you feel there is a rule or procedure that you do not understand, please make your concerns known to the administration through the proper procedures, but do not simply violate or encourage others to violate rules.
- Your teachers stand ready to help you through the classes, activities, and events of the year. Make use of their knowledge and expertise and you will grow both educationally and socially.
- If we can be of any help to you in any way, please call upon us. We are always available to students and parents who may need our assistance.
- Jointly, we wish you a most successful year.

John Hampton	Shannon Fish	Shelby Burkheart
CHS Principal	CMS Principal	Park Principal

Administration

- Superintendent — Jennifer Woolard
- Director of Curriculum/Federal Programs Coordinator — Shelley Smith
- Facilities and Transportation Director — Chad Hovis
- District Literacy Specialist — Heather Clifton
- Corning High School Principal — John Hampton
- Corning Middle School Principal — Shannon Fish
- Park Elementary Principal — Shelby Burkheart

District Telephone Numbers

Superintendent Office Phone (870) 857-6818	Superintendent Office Fax (870) 857-5086
Corning High School Office Phone (870) 857-3041	High School Office Fax (870) 857-6797
Middle School Office Phone (870) 857-6491	Middle School Office Fax (870) 857-1455
Park Office Phone (870) 857-3748	Park Office Fax (870) 857-6982

Educational Philosophy

- A philosophy of education is the foundation on which a school district is built and upon which the product of the school program is evaluated. The philosophy herein subscribed to by the Board of Education shall be a guide in determining the policies, rules, and regulations of the school district.
- Recognizing each student as a unique individual, we believe that education should provide an opportunity for the maximum development of each individual within the limitations of his or her capacities. Through education, it is possible for the individual to discover and endeavor to achieve to the limits of his or her capacities.
- We believe in a democratic society; education must help the student realize his or her worth as an individual and should lead him or her toward becoming a productive member of society. Strong emphasis must be placed upon democratic values which are important for an effective and satisfying personal and social life.
- We believe the role of the teacher in the educational process is to provide opportunities for the individual to achieve at the maximum level of capacity, to create a learning situation in which individual motivation for learning is the stimulus for achievement, and to promote through teaching and example the principles of the democratic way of life.
- We believe parents/guardians have definite responsibilities in education. They need to have a basic confidence in the school, and they need to impart this confidence to the students. The parents/guardians may do this by cooperating to the fullest with the schools, by encouraging the student to give his or her best efforts to the daily school responsibilities, and by participating in school activities.
- We believe the student must have responsibilities in the educational program of the community. The most important of these is attitude. The student is obligated to come with an open mind, equipped with all necessary materials, ready to fulfill the responsibilities in the learning process. The basic attitude should be that the school is an institution of opportunity, staffed with trained personnel to help the student become a contributing member of society.
- We believe the foundation of the district's educational program is based on the development of competencies in the fundamentals of reading, oral and written communication, and mathematics.
- It is, therefore, the responsibility of the Corning School District to provide an educational environment for children of the district which will foster and accelerate their intellectual, physical, social, and career development.

Corning School District Mission Statement

- The staff and community of the Corning School District are committed to the academic success and personal growth of all students. Our mission is to prepare them to be lifelong learners and responsible, productive citizens through effective teaching in a safe and nurturing environment. With parental involvement and community support, the school staff will help students develop the attitudes and behaviors of honesty, responsibility, and respect for themselves, others, and authority.

Corning School District Vision

- "Learning for All – Excellence is our Standard"

GENERAL INFORMATION

School Hours

- The principal's office is open from 7:30 a.m. until 3:30 p.m. daily.

Corning High School	7:55 a.m. ---3:15 p.m.
Corning Middle School	7:55 a.m. ---3:15 p.m.
Park Elementary School	7:55 a.m. ---3:15 p.m.

Announcements

- At Corning High School, daily announcements are made from the office via intercom. Announcements are generally made at the beginning of the 1st period. Announcements pertinent to parents may be posted on the school's web page and district app.

Assembly Programs

- The principal, as director of activities, is in charge of organizing and scheduling all assemblies. However, the Student Council, as part of its function, is to sponsor the majority of assemblies with the approval of the principal. Assemblies should be of an educational nature. Students should maintain a pleasant conduct and be courteous during all assemblies.

Change of Information

- When there is a change in the information listed on an enrollment card, the school office should be notified as soon as possible. Any change of address, telephone number, or place of employment should be reported immediately. If the telephone number is unlisted, it is still needed in case of emergencies. Please do not list an answering service or business number. All telephone numbers are treated with confidence. A note will be attached to the record indicating any telephone numbers which are unlisted. We also need a list of everyone who is allowed to pick up your child from school.

Closed Campus (4.10)

- The Corning School District operates under a Closed Campus policy. This policy affects both the students of the school and visitors on the campus upon their arrival at school.
  - Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless given permission to leave the campus by a school official.
  - Students must sign out in the office upon their departure. Students leaving campus for any reason without being approved by the principal or designee will be subject to disciplinary action.
  - Any person not currently enrolled in the Corning School District nor employed by the district must obtain permission from the principal/designee's office before visiting any student or teacher on the campus during school hours.
  - Students who live close enough to walk home for lunch or whose parents pick them up for lunch may do so; however, he/she must check out in the office before leaving.
  - Permission forms for walking home daily for lunch are available in the respective principal's office and must be approved in advance. Students may only leave

during lunch when a parent comes to the office and personally signs them out. Telephone calls and notes are not acceptable. In no instance will a student be allowed to leave in their personal vehicle or with other students or their parents.

Contact with Students While at School (4.15)

Contact by Parents

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

Contact by Non-Custodial Parents

- If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may have contact with their child during school hours with 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 noncustodial 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 noncustodial 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 the 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 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.

Emergency and Early Dismissal

- Any crisis or emergency dismissal which forces the school to close early will be announced on KAIT 8 and the Corning School District app. School personnel will remain on duty until all children are picked up. The school will attempt to contact parents of children who have not been picked up within a reasonable time. Accurate and current emergency contact information must be maintained in the school office. Please advise the secretary as soon as possible if your contact information changes.

Extra-Curricular Activities

Extracurricular Activities – Corning High School (4.56)

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 ADE. 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.

Athletic Awards

- Coaches of athletic teams at Corning High School may give athletic awards at the annual Awards Banquet. The type of awards given and recipients of athletic awards are at the discretion of the coach of that sport.

Extracurricular Eligibility

- The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.
- Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee

may 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 who enrolls in the district and meets the definition of "eligible child" in Policy 4.2-ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is ongoing.
- A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.
- No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

Interscholastic Activities

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

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:
    - Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
    - 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 extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in an AAA governed extracurricular 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 extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

Non-AAA Governed Activities

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

School Choice Transfers

- A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after July 1 of the year the student enters grade seven (7) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:
  - Superintendent of the student's resident school district;
  - Superintendent of the nonresident school district to which the student transfers; and
  - Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.
- The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

Extracurricular Activities – Elementary (4.56.1)

Definitions

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

Extracurricular Eligibility

- The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments or other similar events excepted with approval of the Superintendent). All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.
- A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.
- Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may 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 who enrolls in the district and meets the definition of "eligible child" in Policy 4.2-ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.
- No student shall be required to pay for individual or group instruction in order to participate in an extracurricular 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.

Extracurricular Activity Eligibility for Home Schooled Students (4.56.2)

- Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.
- Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.
- Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.
- Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.
- Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if:
    - The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
    - The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.
- Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in 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 extracurricular 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.
- A home-schooled student who has met the tryout criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:
    - Standards of behavior and codes of conduct;
    - Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
    - Required drug testing;
    - Permission slips, waivers, physical exams; and
    - Participation or activity fees.
- Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.
- A home schooled student may begin participating in an interscholastic activity immediately upon being approved to participate by the District if:
    - The home schooled student has not withdrawn from an Arkansas Activities Association member school; or
    - The student has withdrawn from an AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student's resident district prior to the 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.

Field Trips

- Class field trips may be scheduled from time to time during the regular school day. Sponsors of field trips will send a consent form home by the student to be signed by the parent/guardian and returned. No student will be allowed to go on a scheduled field trip unless the consent form is signed by the parent/guardian and returned to school prior to departure. Field trips should be of an educational nature and be approved by the Superintendent and Principal.

Library

- The library is a media center for the entire educational program. Students will not be permitted to use the library for a lounge, social center, or other such purpose. Those who desire to use library materials must adhere to the following regulations:
    - Books may be checked out for a two-week period. They may be re-checked one time only.
    - If a book is lost, the student must arrange to pay for it in the office.
    - Students will not be allowed to check out additional books if they have an overdue book.

- Special arrangements must be made with the librarian to use reference books overnight.
- Internet access is available to all students. Guidelines for the use of the Internet are found in the *Internet Safety and Electronic Device Use Policy* section of this handbook.

Locks and Lockers

- Lockers are available for student use. Students who are assigned a locker are expected to keep this locker all year. If a student would like to use a lock, he/she may do so provided a key or the combination is given to the principal. Locks are provided for students to use in the gymnasium upon request from the student. If a lock is lost, the student must pay for a new one. Students will be responsible for damages they inflict upon lockers and these actions may result in vandalism charges. The school cannot be responsible for occasional thefts which may occur. Students are urged to use discretion and common sense in regard to carrying and storing money and valuables. Large sums of money should not be brought to school.

Lost and Found

- Lost and found items will be handled through the office. All items found on campus should be turned into the office immediately.

National Anthem (4.44)

- 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 choral 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.

Parental/Community Involvement Plan Summary

- Corning School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general goodwill between the school and those it serves. Therefore, Corning School District 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 community. To achieve such ends, the school shall work to:

- Involve parents and the community in the development and improvement of Title I programs for the school.
- Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPY, ABC, ABC for School Success, area Pre-K programs, and Even Start.
- 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.
- 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.
- 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 partnerships between the school and parents.
- Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communications shall be, to the extent practicable, in a language the parents can understand.
- Find ways to eliminate barriers that work to keep parents from being involved in their child's education.
    - This may include providing transportation and childcare to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences.
- Find and modify other successful parent and community involvement programs to suit the needs of our school.
- Train parents to enhance and promote the involvement of other parents.
- 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, Corning School 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.
- Corning School 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.
- Corning School 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.

Parental Engagement/Involvement Implementation

- Corning School District will
    - Provide parents with copies of assessment results on arrival each year and explain the need for high expectations for student proficiency on the ACT Aspire.

- Post a link on the district website to keep parents informed.
- Inform parents and students about the nature and purpose of the Intervention Program through such avenues as Parents Make a Difference Evenings, Open House, personal phone calls, newspaper, school website, and posters at Parent/Teacher Conferences to promote their awareness and enlist their support.
- Make resources available to parents, such as books and magazines in the Parent Center, website links, and events such as Parent/Teacher Conferences and Open House to promote student success. A designated Parent Facilitator will provide parents with resources that promote strategies and techniques to help their child become successful in school.
- Continue to involve parent volunteers as guest speakers, contest judges, Career Fair, field trips, and other enrichment activities to enhance student learning and higher order thinking.

- A Parent-School Compact (see appendix) will be kept on file in the principal's office of each school stating the responsibilities of each in the educational development of his/her child and signed by the parent or guardian.
- Home Access Center (HAC) will give parents live access to their child's grades and attendance records. Parents will receive progress reports of their child's classroom performance during planned parent/teacher conferences. Teachers also utilize messenger apps to periodically communicate with parents.
- Selected student performance assessments and projects will be displayed in the school and community, and project evaluations will be made available to parents during parent conferences. Examples for displays include the community Harvest Festival, public library, nursing homes, school halls and bulletin boards, county fairs and fine arts programs.
- Family kits, which will include a student handbook, faculty e-mail addresses and phone numbers, math related web page addresses, policies concerning parent visitation and pick-ups, etc., shall be prepared in order to encourage communication with parents.
- Parents will continue to receive information via Parent/Teacher Conferences concerning the format and expectations of the various math programs. Parents can also track attendance and grades through HAC.
- During parent/teacher conferences and on request, parents will be provided with detailed information regarding their child's progress based on course objectives.
- To allow for informed decision-making and goal setting, students and parents will be kept informed of pertinent guidelines and opportunities at appropriate stages throughout high school years through such resources as the College Planning Fair with area colleges invited to speak with juniors and seniors, high school requirements for graduation, handouts on tips for success, and Career Night for seniors and their parents for post graduate plans and financial aid.
- Students will have access to a food program that reflects and offers a variety of nutritious and appealing meals that accommodate the health and nutrition needs of all students. Menus of these offerings will be distributed schoolwide as well as published in the local newspaper.
- In order to encourage development and participation in activities that promote a family oriented plan for healthy lifestyles, school personnel will continue to provide information to parents about health, nutrition, and physical activity opportunities available to students through such avenues as Open House, Parent/Teacher Conferences, and the school website.

- Students will be encouraged to participate in lifetime sports and special activities during and after school hours, i.e. summer league ball, community volleyball, community basketball, and the annual Harvest Festival Run, Activities Day. Parents will continue to be encouraged to help students lead healthy lifestyles.
- Teachers and administrators will receive in-service training in the area of Parental Involvement. This will fulfill the state mandated requirement for all teachers to receive 2 hours and administrators to receive 3 hours of training in Parental Involvement.

Parent/Teacher Conferences

- Parent/teacher conferences are scheduled into the school calendar each year during the first and third quarters. Conferences may be arranged by writing or calling the teacher or the office. Conferences will not be permitted during class time, except for extreme emergencies, and parents are asked not to "drop in" on teachers since this takes instructional time away from the children.

Pledge of Allegiance and Moment of Silence (4.46)

- 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 who do not disrupt those students who choose 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.

Privacy of Students' Records/Directory Information (4.13)

- Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent 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 (hereinafter "PII") from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests:
    - It is in the sole possession of the individual who made it;
    - It is used only as a personal memory aid; and
    - Information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.
- For the purposes of this policy a school official is a person employed by the school as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the school board; a person or company with whom the school has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.
- For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.
- In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent [or the student if the student is over eighteen (18)]. For the District to release the student's PII without getting permission:
    - The student must be in foster care;
    - The individual to whom the PII will be released must have legal access to the student's case plan; and
    - The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.
- The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.
- When deciding whether to 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 Corning 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 extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.
- A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.
- The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.
- The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or

requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

- 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.

Objection to Publication of Directory Information (4.13F)

- Your child's name and picture will appear in the Corning School District yearbook and may occasionally appear in the local newspaper, school website, and/or social media. We will never publish any private information, only pictures and awards, etc. If you do not wish for your child's picture and/or name to be published, you must submit your refusal in writing to your child's principal. (*Appendix 4.13F*)

School Organizations

- The Corning School District has a number of organizations for students. Any group wishing to establish a new club or organization must have the approval of the administration. Further, each organization must be sponsored by a member of the faculty or administration. The following information and rulings will be followed to determine policy on school organizations:
- Students have the right to join an existing club and should not be restricted from membership on the basis of race, sex, national origin, or other arbitrary criteria.
- Students may, however, be restricted to membership on the basis of their sex, but only if the organization is entitled to Title IX exemption under the Bayh Amendment. This amendment gives exemption to organizations that are:
  - Voluntary youth service organizations.
  - Tax exempt under Section 501 (a) of the 1954 Internal Revenue Code (Religious and charitable organizations).
  - Principally composed of members under the age of 19.

Clubs and Organizations

- All approved clubs and organizations must have a faculty sponsor appointed by the Principal and Superintendent. All activities and meetings must be approved by and scheduled through the Principal. No meeting is an official meeting unless it was scheduled through the proper procedure and the sponsor is present. No Club is officially organized unless it has an official constitution, faculty sponsor appointed by the administration, and is officially chartered by the school as a school organization. All club dues, initiations, insignias, emblems, or other identification must be approved in advance by the administration.
- The following clubs and organizations are sanctioned by Corning High School:

Annual Staff	FBLA	National Honor Society
Art Club	FCA	NJHS
Athletics	FFA	Quiz Bowl
Band	Fire Marshals	Science Club
Choir	Flag Line	Student Council
Drama club	Library club	Trap Team

Snow Days

- When a decision is made to close the Corning Schools, announcements will be made as early as possible on KAIT channel 8 television stations and the school district app.

Student Handbook (4.42)

- It shall be the policy of the Corning School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if 18 years of age or older have acknowledged receipt of the controlling language.
- Principals shall review all changes to student policies and ensure that such changes are provided to students and parents, either in the Handbook or, if changes are made after the handbook is printed, as an addendum to the handbook.
- Principals and counselors shall also review Policies 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current 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.

Student Name, Title, or Pronoun (4.62)

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

Student Organizations/Equal Access (4.12)

- Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria:
  - The meeting is to be voluntary and student initiated;
  - There is no sponsorship of the meeting by the school, government, or its agents or employees;
  - The meeting must occur during non-instructional time;

- Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
- The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- 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.
- Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation to, or affiliation with, any student organization, extracurricular activity or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

Student Publications and the Distribution of Literature (4.14)

- 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.

School Newspaper and Unofficial Publications

- School publications include the Newsletter and the school Yearbook. Prior to the sanctioning of a publication, a faculty sponsor should be appointed to oversee the efforts involved. The staff for each is selected by the sponsor.
- Students have the right to editorialize; however, they must refrain from printing anything which might contain obscene language or libelous material.

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.

- 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 endorse such things as tobacco, alcohol, or drugs.
- 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.
- 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.

- Prohibited media includes those that
  - Are obscene as to minors;
  - Are libelous or slanderous, including material containing defamatory falsehoods about public figures or government 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 listed above and shall also
  - Not contain any non-educational advertisements;
  - 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); and
  - 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) days in advance of their desired time of dissemination.
  - School authorities shall review the non-school-sponsored 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
  - Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
  - Be uniformly applied to all forms of non-school-sponsored materials;
  - Allow no interference with classes or school activities;
  - Specify times, places, and manner where distribution may and may not occur; and
  - Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.
- Students shall be responsible for the removal of excess literature that is left at the distribution point for more than five (5) days.

Student Religious Expression (4.63)

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

Student Assignments

- Student assignments include, but are not limited to:
  - Homework;
  - Classwork;
  - Artwork; and
  - Other written or oral assignments.
- A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:
  - 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
  - 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.
- 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:
- The student who earns the rank of 3 in the graduating class may have a speaking part in the graduation ceremony to include but not limited to the presentation of the senior class. The superintendent or superintendent's designee may choose students from the band and/or choir to lead the audience in the alma mater. Other speakers may be allowed to speak at the superintendent's or superintendent's designee's discretion.

Student Use of Multiple Occupancy Room (4.61)

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.

Student Visitors (4.16)

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

Textbooks

- Students of Corning School District may be issued books, textbooks, and/or Chromebooks. It is the responsibility of the student to keep up with and care for all materials they are issued. A fee will be assessed for any lost or damaged books or materials.

Visitors

- All visitors are required to report directly to the office. Visitors will not be permitted in the classrooms, hallways, cafeteria, or gymnasium during school hours without proper authorization and first signing in at the office. A message may be left in the office to be delivered to a student between class periods or, if absolutely necessary, the student will be allowed to come to the office to talk with a visitor provided that visitor is a parent, legal guardian, or an adult listed on the child's paperwork. Volunteers are also expected to sign in the office before entering the school buildings. Students are not permitted to meet parents in the parking lot or on the roadside. Parents who are bringing school materials, clothing, or items for students need to deliver those items to the office.

ACADEMICS

Advanced Placement Policy

- Corning High School will, where feasible, provide advanced placement opportunities in grades 7-12. Advanced Courses are offered in English, Mathematics, Science, and Social Studies. Other opportunities shall include, but may not be limited to, enrollment in courses at any institution of higher education. College courses completed shall be recorded on the student's high school transcript and shall be used to meet graduation requirements with the approval of the Principal. An Advanced Placement Policy will be signed by each student and parent upon entering the program.

Arkansas Challenge Scholarship Requirements

- To qualify for the Arkansas Challenge Scholarship, traditional students must meet one of the following criteria:
  - Graduate from an Arkansas public high school, successfully complete the **Smart Core** curriculum and achieve a **2.5 high school GPA OR** obtain a **19 on the ACT**
  - **Grade Inflation Clause**: If student graduates from an Arkansas public high school that is identified as a school in which 20% or more of the students received a letter grade of "**B**" or higher but did not score proficient or higher on the end-of-course assessment, the student must achieve a **2.5** high school GPA **AND** obtain a **19** on the ACT **OR score proficient** on all state-mandated end-of-course assessments.

Cheating Policy

- Cheating is defined as cheating, copying, or claiming another person's work to be his/her own.
  - **Tests**
    - The student receives a "0" on the test and forfeits any privileges for multiple opportunities that may be available.
    - The student is ineligible to receive any award in that class.
    - The Principal or teacher will notify the parent or guardian by telephone or personal conference of the incident.
    - The second offense will result in the student not being eligible to receive any awards (academic or athletic) and give up all elected class or organizational offices.
  - **Homework**
    - Student receives "0" for the homework.
    - The teacher will send the parent/guardian a note informing them of the incident.
    - Penalty for second offense will be the same as that described above for cheating on a test.
  - The penalty for cheating will also be applied to students who assist other students in their effort to cheat. The penalty will not carry over from one year to the next.

Concurrent Credit

- A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one-half (1/2) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course,** the concurrent credit shall be applied toward the student's graduation requirements as an elective.
- Participation in the concurrent high school and college credit program must be documented by a written agreement between:
  - The District's student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
  - The District; and
  - The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

- Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). The transcripts are to be received by the school within 15 school days of the end of the semester in which the course(s) are taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, graduation.
- 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.

Correspondence Work

- A limit of two credits may be earned by correspondence.
- A Special Education student who has progressed through high school grade levels based on his/her IEP shall be deemed to meet graduation requirements when that plan is complete. However, the plan shall not provide for graduation prior to the twelfth year.

Course Enrollment Outside of District

- Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the student attendance requirement even if the programs are not located at the public schools. Attendance in such alternative programs must be pre-approved by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program job during the semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a waiver for the student for the duration of the semester in which the placement is unable to be made.
- In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience proven financial hardships if required to attend a full day of school. For the purpose of this policy, proven financial hardships is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardships.
- In any instance where a provision of a student's Individual Education Plan (IEP) conflicts with a portion(s) of this policy, the IEP shall prevail.

Credit Recovery

- Students who have fallen behind due to not gaining credit in classes required for graduation may recover a maximum of 6 credits from the 9th grade to the 12th grade. Please consult the counselor to make sure any credit recovery classes may be accepted by the school for the purpose of gaining credit towards graduation.

Extracurricular Classes

- Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the

entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes is defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Gifted and Talented

- The gifted education program is an instructional program designed to improve the learning experiences of gifted students within our district. The program serves students in grades K-12. The whole group enrichment option is used to serve grades K-3. Students in grades 4-12 are identified through a specific placement process that begins with student nomination. Nominations for the program are formally requested once a year, however, they may be accepted any time during the school year. Nominations are accepted from the student themselves, teachers, parents, peers, and district patrons.
- Individual testing, with parental consent, is conducted on each nominated student. Students are selected for the program based on above average ability, creativity, and task commitment. These traits are determined by using the William's Creativity Assessment Packet, achievement test scores, parent/teacher rating scales, and student academic records. The Identification Committee, composed of at least five educators and chaired by the G/T Coordinator, considers all collected data in order to decide student placement.
- Each identified student is required to complete a specific amount of projects in his/her areas of interest. G/T students must participate in events sponsored by the program. Placement in the program is reviewed annually in May. The G/T Coordinator will review student achievement records, transcripts, G/T projects, participation, discipline, and attendance records to consider continued placement in the gifted education program. Placement may be reviewed early, when poor student performance or behavior is brought to the Coordinator's attention. Students having poor evaluations will be removed from the program.
- The G/T program may have one fund-raiser per year as approved by the Superintendent.

Grading and Grading Scales

- Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-week grading period to keep parents/guardians informed of their student's progress.
- The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.
- The grades of a child in foster care shall not be lowered due to an absence from school due to:
    - A change in the child's school enrollment;
    - The child's attendance at a dependency-neglect court proceeding; or

- The child's attendance at court-ordered counseling or treatment.

- The grading scale for grades 1-12 in all schools in the district shall be as follows:

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

- Kindergarten will be graded using a checklist.
- For the purpose of determining grade point averages, the numeric value of each letter grade shall be as follows:

Regular Classes	Advanced Placement Classes
A = 4 points	A=5 points
B = 3 points	B=4 points
C = 2 points	C=3 points
D = 1 point	D=2 points
F = 0 points	F=0 points

- The grade point values for Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.
- The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.
  - For example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be .25 (83) + .75 (73) = 75.5%.
- **Note:*** The Advanced Placement Rules (3.06) stipulate that students must take the applicable AP/IB exam to receive weighted credit for the course. Because the state now pays the total cost of the AP exams and the student's score on the exam does not affect the student's grade for the course, students can reasonably be expected to take the test.

Homework

- Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the 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 vary the amount of homework they give from day to day.
- Parents shall be notified of this policy at the beginning of each school year.

Honor Graduates

- Students who have successfully completed Smart Core Coursework recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have achieved a cumulative rank GPA of 90 percent or above shall be named Honor Graduate. Honor Graduates will be announced after the third

quarter and will be based on grades achieved beginning when a student enters the ninth (9th) grade through the third quarter of their senior year.

- Students must successfully pass a minimum of two (2) Advanced Placement Courses or their college equivalents to be eligible for Honor Graduate status.

Valedictorian and Salutatorian

- The honor student with the highest cumulative rank GPA and who has been enrolled in Corning High School for his/her entire senior year shall serve as the Valedictorian of his/her graduating class.
- The honor student with the second highest cumulative rank GPA and who has been enrolled in Corning High School for his/her entire senior year shall serve as the Salutatorian of his/her graduating class.
- The valedictorian, salutatorian**,** and rank in class are figured by assigning quality points to advanced classes.

Honor Roll and Awards Day

- At the end of each grading period and each semester there will be an A Honor Roll and an A-B Honor Roll. To be included on the A Honor Roll, a student must have earned all A's and to be included on the A-B Honor Roll, a student must have earned all A's and B's. Any other grade other than an A or B eliminates a student from the Honor Roll. A student may receive a certificate at the end of the school year if they stay on the Honor Roll for each nine weeks and semester during the course of the school year.
- An awards ceremony is held annually in May to give proper recognition to outstanding students in various areas of excellence.

Permanent Records (4.38)

- Permanent school records, as required by the Division of Elementary and Secondary of Education (DESE), 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.

Reporting Student Performance

- Corning High School will inform parents of student progress in the following manner. Progress reports will be sent to the parents in the middle of each grading period for those students making unsatisfactory progress (D or F). There will be two days scheduled for parent/teacher conferences during the year. One will be in the fall and the other in the spring.

Scheduling

- At Corning High School, students will be scheduled through the counselor's office with assistance from the principal. All schedules will be reviewed by the Counselor and/or Principal for accuracy and any necessary corrections made. The Counselor will plan your program for graduation and coordinate any correspondence work. Once a student has enrolled in a course, the class cannot be dropped without special permission from the office and the teacher involved. Generally, unusual circumstances must be present before a class change can occur. No student may change classes before any semester has ended unless extenuating circumstances are present.

Semester Test Exemption

- The following rules and regulations apply to students in grades 7-12 only.
  - A final exam exemption may occur at the end of the fall and spring semesters.
  - Students must maintain at least a 70% average and may not have been absent more than 3 unexcused days in the class for the entire semester preceding the exemptions.
  - Students who are exempt from all their semester tests do not have to come to school on Final Test day/days. Students who are exempt from finals may elect to take the tests.

Smart Core Curriculum and Graduation Requirements for the Classes of 2024 and 2025 (4.45)

- All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (7^{th}) grade, or when a seventh (7^{th}) through twelfth (12^{th}) 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 additional following means:
  - Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
  - Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
  - Distribution of a newsletter(s) to parents or guardians of the district's students.

- Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.
- To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

Graduation Requirements

- The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.
- All students must receive a passing score on the Arkansas Civics Exam in order to graduate.
- Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.
- **Personal and Family Finance:** All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Smart Core

Sixteen (16) Units

- English: four (4) units – 9th, 10th, 11th, and 12th
- Oral Communications: one-half (½) unit
- Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
    1. Algebra I or Algebra A & B***** which may be taken in grades 7-8 or 8-9;
    2. Geometry or Geometry A & B***** which may be taken in grades 8-9 or 9-10;
        - ***** A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.
    3. Algebra II; and
    4. The fourth unit may be either:
        - A math unit approved by DESE beyond Algebra II; or
        - A computer science flex credit may be taken in the place of a fourth math credit.
- Natural Science: three (3) units
    1. DESE approved physical science – 1 credit;
    2. DESE approved biology – 1 credit; and
    3. A third unit that is either:
        - An additional science credit approved by DESE; or
        - A computer science flex credit may be taken in the place of a third science credit.
- Social Studies: three (3) units
    1. Civics one-half (½) unit AND Other social studies-one-half (1/2) unit
    2. World History - one unit
    3. American History - one unit
- Physical Education: one-half (½) unit

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

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

Career Focus: Six (6) Units

- All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
- A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.
- A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Core

Sixteen (16) Units

- English: four (4) units – 9th 10th 11th and 12th
- Oral Communications: one-half (½) unit
- Mathematics: four (4) units
    1. Algebra or its equivalent* - 1 unit
    2. 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
    1. DESE approved physical science – 1 credit;
    2. DESE approved biology – 1 credit; and
    3. A third unit that is either:
        - An additional science credit approved by DESE; or
        - A computer science flex credit may be taken in the place of a third science credit.
- Social Studies: three (3) units
    1. Civics one-half (½) unit AND Other social studies-one-half (1/2) unit
    2. World history, one (1) unit
    3. American History, one (1) unit
- Physical Education: one-half (½) unit

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

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

Career Focus: - Six (6) Units

- All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
- A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.
- A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Smart Core Curriculum and Graduation Requirements for the Class of 2026 (4.45.1)

- 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 For* 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 additional following means:
    - Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
    - Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
    - Distribution of a newsletter(s) to parents 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. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.
- All students must receive a passing score on the Arkansas Civics Exam in order to graduate.
- Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.
- **Personal and Family Finance**: All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.
- **Computer Science:** All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

Smart Core

Sixteen (16) Units

- English: four (4) units – 9th, 10th, 11th, and 12th
- Oral Communications: one-half (½) unit
- Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
    1. Algebra I or Algebra A & B***** which may be taken in grades 7-8 or 8-9;
    2. Geometry or Geometry A & B***** which may be taken in grades 8-9 or 9-10;
        - ***** A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.
    3. Algebra II; and
    4. The fourth unit may be either:
        - A math unit approved by DESE beyond Algebra II; or
        - A computer science flex credit may be taken in the place of a fourth math credit.

- Natural Science: three (3) units
    1. DESE approved physical science – 1 credit;
    2. DESE approved biology – 1 credit; and
    3. A third unit that is either:
        - An additional science credit approved by DESE; or
        - A computer science flex credit may be taken in the place of a third science credit.
- Social Studies: three (3) units
    1. Civics - one-half (½) unit AND Other social studies – one-half (½) Unit
    2. World History - one unit
    3. American History - one unit
- Physical Education: one-half (½) unit
    - **Note:** While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
- Health and Safety: one-half (½) unit
- Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.
- Fine Arts: one-half (½) unit

Career Focus: Six (6) Units

- All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
- A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.
- A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Core

Sixteen (16) Units

- English: four (4) units – 9th, 10th, 11th, and 12th
- Oral Communications: one-half (½) unit
- Mathematics: four (4) units
    1. Algebra or its equivalent***** - 1 unit
    2. 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
    1. DESE approved physical science – 1 credit;

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

- Social Studies: three (3) units
    1. Civics one-half (½) unit AND Other social studies – one-half (½) unit
    2. World history, one (1) unit
    3. American History, one (1) unit
- Physical Education: one-half (½) unit
    - **Note:** While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
- Health and Safety: one-half (½) unit
- Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.
- Fine Arts: one-half (½) unit

Career Focus: Six (6) Units

- All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
- A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.
- A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Smart Core Curriculum and Graduation Requirements for the Class of 2027 and Thereafter (4.45.2)

- 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 additional following means:
    - Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
    - Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
    - Distribution of a newsletter(s) to parents 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. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.
- All students must receive a passing score on the Arkansas Civics Exam in order to graduate.
- Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.
- **Personal and Family Finance:** All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.
- **Computer Science:** All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.
- **Community Service:** Each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers.
    - The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection

components. Except as provided by this policy, a student must receive at least the following documented clock hours of community service each year:

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

- Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:
  - A major illness associated with a student or a family member of a student;
  - Student homelessness or housing insecurity; and
  - Notice to the public school district board of directors if the student is a major contributor to family income.

Smart Core

Sixteen (16) Units

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

Career Focus: Six (6) Units

- All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
- A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

Core

Sixteen (16) Units

- English: four (4) units – 9th, 10th, 11th, and 12th
- Oral Communications: one-half (½) unit
- Mathematics: four (4) units
    1. Algebra or its equivalent***** - 1 unit
    2. 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
    1. DESE approved physical science – 1 credit;
    2. DESE approved biology – 1 credit; and
    3. A third unit that is either:
        - An additional science credit approved by DESE; or
        - A computer science flex credit may be taken in the place of a third science credit.
- Social Studies: three (3) units
    1. Civics one-half (½) unit AND Other social studies – one-half (½) unit
    2. World history, one (1) unit
    3. American History, one (1) unit
- Physical Education: one-half (½) unit
    - **Note:** While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
- Health and Safety: one-half (½) unit
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- 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.

Student Acceleration (4.54)

- 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/school 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 schoolyear.
- 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 Districts 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.

Student Promotion and Retention (4.55)

- 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. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:
    - The building principal or designee;
    - The student's teacher(s);
    - School Counselor
    - A 504/special education representative (if applicable); and
    - The student's parents. Legal guardians, persons with lawful control of the student, or persons standing in loco parentis.
- The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.
- Each 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:
  - Of the content of their child's independent reading plan and progress on the independent reading plan throughout the year; and
  - By no later than October 1 of each year, or as soon as practicable if a student's reading need is identified after October 1:
    - Of their student's eligibility to participate in the literacy tutoring grant program;
    - The process for applying for the literacy tutoring grant program; and
    - Other information provided by DESE.
- For each student who does not meet the reading standard established by the state board by the end of third (3rd) grade, including students who are promoted to the fourth (4th) grade under a good cause waiver, the District, during the subsequent summer and school year, shall:
  - Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
  - Assign the student to:
    - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
    - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
      - With a highly effective rating according to the Teacher Excellence and Support System, when possible; or
      - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
  - 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;
  - Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
  - Be given priority to receive a literacy tutoring grant; and
  - Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.
- The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

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

- All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.
- By the end of grade eight (8), the student's SSP 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:
    1. By 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
    2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

- A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.
- Students who either refuse to sit for a 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 extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may 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.

ATTENDANCE

Absences (4.7)

- If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.
- Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school, whether in person or digitally, is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement.

Excused Absences

- Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:
  - The student's illness or when attendance could jeopardize the health of other students. A maximum of three (3) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal;
  - Death or serious illness in their immediate family;
  - Observance of recognized holidays observed by the student's faith;
  - Attendance at an appointment with a government agency;
  - Attendance at a medical appointment;
  - Exceptional circumstances with prior approval of the principal; or
  - Participation in an FFA, FHA, or 4-H sanctioned activity;
  - Participation in the election poll workers program for high school students;
  - Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or

combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee;
    - Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12);
    - Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date;
    - Absences due to conditions related to pregnancy or parenting, including without limitation:
        - Labor, delivery, and recovery;
        - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
        - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
        - A legal appointment related to pregnancy or parenting, including without limitation: adoption, custody, and visitation;
        - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
        - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.
    - Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page;
    - Up to one (1) time during each scheduled election, a student shall not be considered absent from school for the time the student accompanies the student's parent when the parent is exercising the parent's right to vote in a scheduled election.
- In order for the absence to be considered excused, the student must:
    - Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the date of the student's absence, reason for the student's absence, and the time and location of the student's appointment; or
    - If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee; or
    - Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program.
- A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

It is recommended that doctor's notes/excuses be faxed directly to the principal's office from the doctor's office. The fax numbers for each of the three campuses are listed on page 6.

Unexcused Absences

- Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences.
- When a student has three (3) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.
- Students who exceed six (6) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal, after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.
    - Whenever a student exceeds six (6) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis and shall be subject to a civil penalty as prescribed by law.
    - It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.
- Students who attend in-school suspension shall not be counted absent for those days.
- Days missed due to out-of-school suspension or expulsion shall be unexcused absences.
- 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.

Corning High School

- Students in grades nine through twelve (9-12) are required to schedule and attend at least 350 minutes of regularly scheduled class time daily. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a postsecondary institution shall count toward the required weekly time of school attendance. Each credit hour shall count as three (3) hours of attendance time. This means a three (3) hour course shall count as nine (9) hours of the weekly required time of attendance.

- If a student is absent for more than one-half of a class period, he/she shall be counted absent for that class period. Students arriving late must check in at the office to receive a tardy slip. The number of tardies for each student will be reset to zero at the beginning of each 9 week period.
- For the purpose of this policy, a tardy will be defined as not being in the classroom where you are assigned when the tardy bell stops ringing.
    - Consequences for tardies will include but not be limited to noon detention, after-school detention, loss of driving privileges, and referral to the School Resource Officer and Clay County Juvenile Office.
    - Students who are tardy for multiple classes and receive multiple consequences will be referred to the truant officer and may receive additional consequences or change in privileges.

Check-Out Procedures

- After arriving on campus, any student wishing to leave campus must follow proper check-out procedures.
- In grades 7-12, a student may not be absent for more than one half of the given period to be considered as present for that class.
- Students who find it necessary to leave during the school day, due to medical or other extenuating circumstances, must check out through the principal's office.
- The checkout procedure is as follows:
    - A parent or guardian will be present to sign the student out of school; or
    - Student will present a note from a parent or guardian to the principal before 8:00 that morning with the parent's signature and phone number where the parent can be reached for verification; or
    - An emergency telephone call will be made to a parent or guardian from the Principal's office. The principal will determine the validity of the emergency.

Compulsory Attendance Requirements (4.3)

- 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 1st 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.
    - The child is enrolled in private or parochial school.
    - The child is being homeschooled and the conditions of policy (HOME SCHOOLING) have been met
    - The child will not be age six (6) on or before August 1st of that particular school year, and the parent, legal guardian, person having lawful control of the child, or 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.
    - The child has received a high school diploma or its equivalent as determined by the State Board of Education.
    - 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.
    - 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).

Make-Up Work (4.8)

- Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules.
    - Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
    - Teachers are responsible for providing the missed assignments when asked by a returning student.
    - Students are required to ask for their assignments on their first day back at school or their first class day after their return.
    - Make-up tests are to be rescheduled at the discretion of the teacher but must be aligned with the schedule of the missed work to be made up.
    - Students shall have one class day to make up their work for each class day they are absent.
    - Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
    - Students are responsible for turning in their make-up work without the teacher having to ask for it.
    - 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.
- As required/permitted by the student's Individual Education Program or 504 Plan,
    - Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.
    - Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion.
- In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—Immunizations.
- In addition to the make-up work process above, at the conclusion of a pregnancy-related or parenting-related period of absence, a student may choose from various options to make up missed work, including without limitation:
    - Retaking a semester at the District school where the student is enrolled;
    - Participating in an online course credit recovery program;
    - Being granted six (6) weeks to continue at the same pace and finish the semester at a later date, provided that the student may:
        - Complete the student's coursework within the current school year; or
        - Attend previously scheduled summer school classes made available by the District Where the student is enrolled; and
    - Receiving home-based instruction services.

Students Out of Classroom

- Students are discouraged from being out of the classroom during class time. Therefore, students will be permitted to leave the classroom only in emergencies.

Tardies (4.9)

- Promptness is an important character trait that District staff is encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility

of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement. If students are to be successful in school and in the business world, they must learn to be on time and to take responsibility for their actions.

- Students arriving late must check in at the office to receive a tardy slip. (If a student is absent for more than one-half of a class period, he/she shall be counted absent for that class period.) The number of tardies for each student will be reset to zero at the beginning of each 9 week period.
- For the purpose of this policy, a tardy will be defined as not being in the classroom where you are assigned when the tardy bell stops ringing.
    - Consequences for tardies will include but not be limited to noon detention, after-school detention, loss of driving privileges, and referral to the School Resource Officer and Clay County Juvenile Office.
    - Students who are tardy for multiple classes and receive multiple consequences will be referred to the truant officer and may receive additional consequences or change in privileges.

Truancy

- Truancy is the absence from one or more classes during the school day without permission of parents and/or school authorities. The disciplinary procedures for truancy will include, but not be limited to, referral to the School Resource Office and the following:
    - Parent Notification;
    - Before, during, or after school detention;
    - Corporal punishment;
    - In school suspension;
    - Out of school suspension; and
    - Referral to the Clay County Juvenile Office.

ENROLLMENT, RESIDENCY, RECORDS

Debts – Students

- Students must pay any charges for pens, pencils, lunches, library fines, or other debts before records are clear at the end of the school year.

Entrance Requirements (4.2)

- 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:
    - 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. (Social Security numbers will not be made available to the public.)
    - 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 birth certificate;
        - A statement by the local registrar or a county recorder certifying the child's date of birth;
        - An attested baptismal certificate;
        - A passport;
        - An affidavit of the date and place of birth by the child's parent or legal guardian, person having lawful control of the student, or person standing in loco parentis;
        - United States military identification; or
        - Previous school records.
    - 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.

- 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.

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.

Uniformed Services Member's Children

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

- “Active duty” means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209, and 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:
  - Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
  - Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
  - 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 Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.
- “Veteran” means an individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than dishonorable.

➢ The superintendent shall designate an individual as the District’s military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall have specialized

knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.

- An eligible child as defined in this policy shall:
  - 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;
  - 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;
  - 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;
  - Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to 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;
  - 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;
  - 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;
  - 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;
  - 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:
  - Academic courses;
  - Electives;
  - Sports; and
  - 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.

Equal Educational Opportunity (4.11)

- No student in the Corning School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.
- Inquiries on nondiscrimination may be directed to the Corning School District Superintendent, who may be reached at 870-857-6818.
- 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 https://www2.ed.gov/about/offices/list/ocr/complaintintro.html for the address and phone number of the office that serves your area, or call 1-800- 421-3481.

Home Schooling (4.6)

Academic Course Attendance by Private School and Home-School Students (4.59)

- The District allows private school and home-schooled 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 schooled student may request to attend on its website by:
  - June 1 for courses to be offered during the Fall semester; and
  - November 1 for courses to be offered during the Spring semester.
- A private school or home schooled 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:
  - August 1 for Fall semester courses; or
  - 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 schooled 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 schooled 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 schooled 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 schooled 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 schooled student shall:
    - Indicate the course(s) the private school or home schooled student is interested in attending;
    - If the course(s) the private school or home schooled 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 schooled 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 schooled 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 schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the district.
- Private school or home schooled 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 schooled student attending academic courses in the District shall be borne by the student or the student's parents.
- The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

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 homeschool. The notice shall be given:
    - At the beginning of each school year, but no later than August 15;
    - 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
    - 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 homeschool 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's (DESE) online system,
        - Email; or
        - Facsimile
    - By mail; or
    - In person.
- The notice shall include:
    - The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
    - The mailing address and telephone number of the home school;
    - The name of the parent or legal guardian providing the home school;
    - Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
    - A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
    - 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 homeschool; and
    - 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-schooled 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-schooled student's academic progress, including without limitation:
        - Curricula used in the home school;
        - Tests taken and lessons completed by the home-schooled student; and
        - Other indicators of the home-schooled student's academic progress.
- If a home-schooled 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-schooled 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-schooled student's grade level and academic course level in the home school:
  - As indicated by the documentation submitted by the home-schooled student;
  - By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
  - If the home-schooled 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-schooled student's grade placement and course credits. The District will determine the home-schooled 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-schooled 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-schooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a homeschool:
  - Award of course credits earned in the home school;
  - Placement in the proper grade level and promotion to the next grade level;
  - Participation in any academic or extracurricular activity;
  - Membership in school-sponsored clubs, associations, or organizations;
  - 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
  - Scholarships.

Homeless Students (4.40)

- The Corning 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 coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.
- 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. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.
- To the extent feasible, the District shall do one of the following according to what is in the best interests of a homeless child. (For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled.)

- Continue educating the child who becomes homeless between academic years or during an academic year in their school of origin for the duration of their homelessness;
- Continue educating the child in his/her school of origin who becomes permanently housed during an academic year for the remainder of the academic year; or
- Enroll the homeless child in the school appropriate for the attendance zone where the child lives.

- If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.
- In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.
- 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 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;
  - (B) Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - (C) Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - (D) Are migratory children who are living in circumstances described in clauses (A) through (C).

Placement of Multiple Birth Siblings (4.53)

- 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 14th 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.

Residence Requirements (4.1)

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, or other 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 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.

School Choice (4.5)

Standard School Choice – Corning Exemption

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

Public School Choice Act of 2015 (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 will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.
- The District shall advertise in appropriate broadcast media and either print media or on the Internet to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

Application Process

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

already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

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

Accepted Applications

- Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.
- A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing his/her secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who fails to initially enroll under the timelines and provisions provided in this policy; chooses to return to his/her resident district; or enrolls in a home school or private school voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.
- A present or future sibling of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until completing his/her secondary education.
- Students whose applications have been accepted and who have enrolled in the district shall not be discriminated against on the basis of gender, national origin, race, ethnicity, religion, or disability.

Rejected Applications

- The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.
- 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 for Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.
- Unless there is a lack of 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 by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.
- Except for students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student’s resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student’s application. The notification shall be sent via First-Class Mail to the address on the application.
- If the application is accepted, the notification letter shall state the deadline by which the student must enroll in the receiving school or the transfer will be null and void.
- If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. Unless the student’s application was rejected due to the application not being timely received by both the resident and nonresident districts, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District’s decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.
- Except for students who are transferring under Uniformed Service Member Dependent School Choice, a student’s transfer under Opportunity School choice is effective at the beginning of the next school year and the student’s enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.
- The District may, but is not obligated to, provide transportation to and from the transferring district.

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

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

Uniformed Service Member Dependent School Choice

- "Uniformed service member" means an active or reserve component member of the:
  - United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
  - National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
  - United States Commissioned Corps of the Public Health Service.
- "Uniformed service veteran" means a former uniformed service member who has been discharged under conditions other than dishonorable.
- A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:
  - Uniformed service member in full-time active duty status;
  - Surviving spouse of a uniformed service member;
  - Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active duty mobilization and service; or
  - Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active duty status.
- A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's nonresident district and resident district. The application shall be accompanied by:
  - A 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
  - 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.

Special Education (4.49)

- 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 additional information about the rights of parents of eligible children, or for answers to any questions you might have about identification, evaluation, and placement into Section 504 programs, please contact the District's Section 504 Coordinator listed below.

    Shelley Smith (870) 857-6818
    P.O. Box 479
    Corning, AR 72422
- 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 the state and federal statutes governing 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.

Student Transfers (4.4)

- Transfer applications received by the District shall be placed on the Board's next meeting agenda. At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:
  - All transfer applications received since the last meeting; and
  - The superintendent's recommendation concerning each transfer application.
- Each transfer application shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.
- The Board may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms exceed the capacity of a program, class, grade level, or school building, or cause the District to provide educational services not currently provided in the affected school. 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 transferrable 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 Division of Elementary and Secondary Education (DESE) to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from home school will be placed in accordance with Policy 4.6— HOME SCHOOLING.
- Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
- 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.

Home School Transfers

- Any student transferring from homeschool to Corning Schools shall be evaluated by the school counselor and principal to determine that student's proper placement. Each credit/grade transferred shall be subject to approval and acceptance by the principal.

Transferring from Corning

- If a student is going to move or for some reason is quitting school, the Principal should be notified. The student will be given a form to take to his/her teachers for grades and signatures. After the form is completed, it is to be returned to the Principal. At this time, books must be returned and all debts paid.

Students Who are Foster Children (4.52)

- The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services ("DHS"), the Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that the foster child is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.
- The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.
- The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School

Choice, ensure that the foster child remains in his/her school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

- Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.
- A foster child's grades shall not be lowered due to absence from school that is caused by a change in the child's school enrollment, the child's attendance at dependency-neglect court proceedings, or other court-ordered counseling or treatment.
- Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.
- If a foster child was enrolled in a District school immediately prior to completing his/her graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma.

Foster Child School Choice

- If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.
- By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.
- The District shall only reject a Foster Child School Choice application if:
    - The public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, the standards for accreditation, or other applicable State rule or Federal regulation; or
    - 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.

STUDENT CONDUCT

Cafeteria Conduct

- The administration desires all students to demonstrate good manners and courteous eating habits. Misbehavior will not be allowed in the cafeteria. Students are not to save other students' places in the lunch line. Students will be expected to show proper respect to all cafeteria personnel. When traveling to and from the cafeteria, students are expected to follow teacher direction.
- Students may bring lunch from home or purchase a breakfast or lunch in the school cafeteria. All food, whether purchased in the cafeteria or brought from home must be eaten in the cafeteria. Due to lack of space, lunches from home may not be placed in the school's refrigerator.

Food Sharing and Its Removal from Food Service Area (4.58)

- In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria a food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:
  - Raw whole fruit traditionally eaten without the peel (e.g., bananas and oranges);
  - Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g., apples and grapes);
  - Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g., carrot sticks);
  - Milk; and
  - Juice.
- Fruit and vegetables to be shared are to be placed into a designated container on the table. Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was

completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.
- At all times, the sharing table will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item may remain on the table for longer than four (4) hours.

Removing Food Items From the 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.

Care and Use of Building

- It is the duty and obligation of all students to help keep the building clean, the campus free of paper and other trash, and the desks and walls free of writing and damages. If any student is caught violating the above, the teachers and building principal must take the necessary steps to stop the violators. The necessary steps are at the discretion of the building principal. Discipline may include, but not be limited to detention, in-school suspension, corporal punishment, out-of-school suspension, reimbursement for damages, or criminal prosecution.

Complaints

- 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 or the delivery of the District's services.
- The Board formulates 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 (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:
  - Teacher, coach, or other staff member against whom the complaint is directed;
  - Principal;
  - 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.

Conduct To and From School and Transportation Eligibility (4.19)

Conduct To and From School

- 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.

- The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. 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
- Students are eligible to receive district bus transportation if they meet the following requirements. 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.

Drop Off and Pick Up

- Parents dropping off students at Corning Middle School and Corning High School in the morning are to travel on Bobcat Lane only. Parents picking up students after school must use Lee Drive to enter the pick-up lane on the west side of the high school building (road between the Post Office and the high school wing).
- Students are not to be dropped off or picked up behind the school buildings.

Park Elementary

- Park Elementary students are to be dropped off and picked up at the north end circle drive. Parents are to remain in a single lane of traffic flow traveling one way by entering on the north end and exiting on the south end of the circle.
- Traffic in front of Park Elementary is reserved for buses only.
- Parents are not to exit their vehicle while in line in the circle drive, and students will not be allowed to go to a vehicle that is not pulled up in single file.
- Absolutely no passing during north end pick up.

School Bus Behavior

- Students are to follow the regulations listed below when riding a school bus.
  - Students shall be instructed in safe riding practices.
  - The driver of the bus shall not operate the school bus until every passenger is seated.
  - Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school or suspending or terminating bus transportation privileges.
  - Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.
  - Misbehavior on the bus is particularly serious because it tends to distract bus drivers and could possibly result in an accident. It should be regarded as a privilege to ride to school on a bus. Failure to follow these rules and regulations will result in disciplinary action up to and including permanent termination of bus riding privileges.
  - The driver is in charge of the pupils and the bus. Pupils must obey the driver promptly.
  - Pupils obey and respect the rules of the bus drivers.
  - Students should be at the bus stop at the scheduled time; the bus cannot wait beyond its schedule for those who are tardy. They should stand back about ten feet from the bus stop and wait until the door is opened before moving closer to the bus. Students should not be in the road.

- If the student must cross the highway to enter the bus, wait until the bus has come to a complete stop and the driver has signaled for you to cross in front of the bus.
- Students who must cross the road after leaving the bus in the afternoon must go to a point on the shoulder of the road, ten feet in front of the bus. Cross the highway only after the driver or the student patrol has signaled.
- While loading or unloading, students should enter or leave the bus orderly and quickly. Students must enter and exit the bus through the front door. The rear door must never be opened except in the case of emergency.
- While riding the bus, students are under the supervision of the driver and must obey the driver at all times. Students are not to distract the attention of their driver or disturb other riders on the bus.
- No firearms, knives, or sharp objects of any kind are allowed on the bus.
- Students must follow the requests of all duty teachers who supervise the loading and unloading of the bus.
- Students are not to tamper with any of the safety devices, such as door latches, fire extinguishers, etc. ACT 1747 of 2001 requires all pupils to remain seated while the school bus is in motion. Students are not to put their hands, arms, heads, or bodies out of the window. They should not yell at anyone outside the bus.
- Students are not to deface the bus or any school property. They are not to write on the bus or damage seats or dispose of paper, food, or other objects on the floor of the bus. The use of tobacco in any form is prohibited on the school bus. The aisle should be kept clear from books, lunches, coats, etc.
- Students should not request that the bus stop at any place other than the designated bus stop. Permission from the superintendent or principal is necessary to allow a student to ride any bus other than the one to which he/she is assigned.
- This is not intended to cover all the “do’s and don’ts”, but it is a very specific guide. The driver may find it necessary to interpret these policies in light of his or her own bus needs.

- When a student disobeys the rules of the bus, the bus driver will submit a discipline referral form to the principal’s office. Once this occurs, the following consequences will be administered:
  - First offense: Office referral and verbal warning.
  - Second offense: Office referral and loss of privileges determined by the principal.
  - Third offense: Bus riding privileges will be revoked for five days.
  - If the misbehavior continues, more serious consequences will be administered.
- Please note: If any offense is a serious issue, it is at the discretion of the principal to decide the appropriate punishment.

Students’ Vehicles (4.33)

- A student who has presented a valid driver’s license and proof of insurance to 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.
- Students at Corning High School are not allowed to exit the student parking lot after school and travel west on Bobcat Lane in front of the gymnasium. Instead, they are to use the side streets adjacent to the student parking lot traveling south. This is intended to alleviate congestion on Bobcat Lane due to bus traffic.

Drug and Alcohol Testing

Chemical Screen Test Policy

- The Corning 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 Corning 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.

General Provisions of Chemical Abuse Policy

- Illegal drugs are defined as drugs, or synthetic or generic equivalent or derivative of drugs, which are illegal under federal, state, or local laws including, but not limited to, marijuana, heroin, 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 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.

Purpose of a Chemical Abuse Policy

- To allow the students of Corning Schools to know that the school is concerned about their well-being. The School District is interested in helping the students who may be having problems.
- 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.
- To confirm and support state laws which restrict the use of such mood-altering chemicals.
- To assist students of Corning Schools to resist the peer pressure that directs them toward the abuse or misuse of chemical substances.
- To establish standards of conduct for students of Corning Schools who are considered leaders and standard bearers among their peers.
- To work cooperatively with the parents by assisting them in keeping their children free from mood-altering chemicals.
- To provide referrals for students who need evaluation regarding their use of mood-altering chemicals.
- To deter chemical abuse or misuse by all students through the use of random drug testing.

Scope of Chemical Abuse Policy

- The provisions of this policy apply to all students in Corning Schools in grades seven through twelve whose parent/guardian signs a Consent Form for the Chemical Screen Policy.

Consent Form

- Students and parents/guardians will be strongly encouraged to sign a consent form for random testing at various times of the year. The form must be consigned by the student's custodial parent/legal guardian. No student shall be allowed to participate in any school activity (any activity outside the regular curriculum) or drive a motor vehicle on school property until the consent form has been signed by both the student and custodial parent/legal guardian and returned to the principal.

Consequences for a Positive Drug Screen

- 1st Positive Screen:
  - The student will be suspended from any school activity and will lose the privilege to drive a motor vehicle on school property for a period of 20 school days (the 20 day suspension will begin when the student and his/her parents/guardians are notified).
  - Members of academic or athletic teams will be permitted to continue practicing with their team during this suspension time.
  - After the 20 day suspension, the student will be re-tested.
  - If the test is negative, the suspension will be lifted and the student may resume normal activities.
- 2nd Positive Screen:
  - The student will be suspended from any school activity, will be removed from any extra-curricular team of which he/she is a member, and will lose the privilege to drive a motor vehicle on school property for a period of 90 school days.
  - To regain eligibility for participation in activities, the student must have a negative Chemical Screen after the 90 day suspension is complete.
- 3rd Positive Screen:
  - The student will be suspended from any school activity, will be removed from any extra-curricular team of which he/she is a member, and will lose the privilege to drive a motor vehicle on school property for a period of 178 school days.
  - To regain eligibility for participation in activities, the student must have a negative Chemical Screen after the 178 day suspension is complete.
- 4th Positive Screen:
  - The student will be suspended from any school activity, will be removed from any extra-curricular team of which he/she is a member, and will lose the privilege to drive a motor vehicle on school property for the remainder of his/her enrollment with the school.

Cost

- The tests 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 own expense.

Exception

- Certain chemicals that take more than twenty days to leave the student's system will be considered differently if the testing company, in written opinion, details that residual effects of that particular substance requires more than 20 days to clear the student's system.

Grievances

- The procedure for appealing is found in the Corning Student Handbook.

Procedure/Type of Testing

- The District may require each student, grades seven through twelve, of Corning Schools to provide a urine specimen. Each specimen cup will have a number on it which 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. Urinalysis will be utilized to test for the presence of chemicals in the body. All students selected must show up to provide urine samples to be taken at Corning Schools.

Analysis of Urine Specimens

- The initial urinalysis method shall be an immunoassay screen. If a specimen tests positive for any substance being checked, a student may request a confirmation test within 24 hours of receiving positive results. The confirmation test will be at the student's expense with the original urine specimen being used in the retest. Gas Chromatography/mass spectrometry, GC/MS, shall be conducted on the specimen. The student may be retested at the end of the suspension period at his/her expense. If the result of the GC/MS is negative for the suspected substance or substances, the student shall be considered to have had a negative result.
- All test results from the laboratory shall be communicated to the Superintendent or designee. To ensure proper testing procedure, 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 shall 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:
    - Positively identify the examinee.
    - The observer shall ask the individual to remove any unnecessary outer garments (i.e. coat, jacket) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. All personal belongings (i.e. purse, briefcase, etc.) must remain with the outer garments. The observer shall note any unusual behavior or appearance.
    - The student shall be instructed to wash and dry his/her hands prior to providing the specimen. After washing his/her hands, the student shall not be outside of the presence of the observer and not have access to water fountains, faucets, soap dispensers, 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.
    - The student will be allowed to provide the specimen in a stall or other partitioned area that allows for individual privacy. After the specimen has been provided, the student should leave the stall.
    - At the collection site, toilet bluing agents shall be placed in toilet tanks, whenever possible. No other source of water shall be available in the enclosure where urination occurs.
    - After the specimen has been provided to the observer, the observer will continue with the 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 shall contact the Superintendent or designee for guidance.

- Immediately after collection the observer shall check the temperature of the specimen and inspect the specimen for color and signs of contaminants. Freshly filled specimens should be warm.
- Both the observer and the student being tested shall keep the specimen in view at all times prior to its being sealed and labeled.
- The student shall 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.
- The student and the observer will sign the chain of custody form, and have the observer initial the specimen label.
- The identification label on the specimen container shall contain:
  - The date;
  - The student's name; and
  - The student's assigned number.
- The observer shall enter the identifying information in a record book. Both the observer and the student shall sign the record book. Both the observer and the student shall sign the permanent record book next to the identifying information.
- The student shall be asked to read and sign a certification statement regarding the urine specimen.

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 a violation of this policy. The penalty for this violation may be the same as an initial positive test result under the random testing provisions.

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 of District property, but is on District property or at a District sponsored event while under the influence of the illegal drugs; or that a student is abusing or misusing prescription medications on District property or at a District-sponsored event while under the influence of the prescribed medication.
- Examples of reasonable suspicion include, but are not limited to:
  - Eyewitness evidence by a District official, administrator, or 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.

Records

- All records concerning chemical abuse testing shall be maintained by the Superintendent or designee in a separate file under lock and key. The records shall not be kept in a student's regular file. Only the Superintendent or his designee shall have access to the files. The files on each student shall 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.

Refusal to Submit to Testing

- Students not considering 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.
- Any participant who refuses to submit to random drug testing shall not be allowed to participate in any school activity or drive a motor vehicle on school property for the remainder of the school year.
- Each student must consent by the beginning of the 2nd semester in order to participate in 2nd semester activities.
- The following is a list of activities that students not consenting (in the random pool) will not be allowed to participate in for the school year. The list is **NOT** exclusive. The list includes, but is not limited to:
    - All School Sponsored Dances
    - Band Festival
    - Cheerleading
    - Class Trips
    - Dances
    - Decorating for Prom
    - Driving a Car
    - Homecoming Maid
    - Prom Committee
    - Prom Dance
    - Quiz Bowl
    - Sports

Results and Notification

- Test results shall be reported to the Superintendent or his designee within a specified number of days after the lab is in receipt of the specimens. All reports shall be in writing. All specimens testing negative on the initial test or negative on the confirmation test shall be reported as negative. Only specimens confirmed as positive shall be reported as positive for a specific drug(s).

Selection Process

- 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 no 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.

Substances Tested

- The substances for which students will be tested include:

BARBITUATES	AMPHETAMINES	BENZODIAZEPINES
Amobarbital	Amphetamine	Alprazolam
Butabarbital	Clorazepate	Chlordiazepoxide
Butalbital	Heroin	Ethyl Alcohol
Cocaine Metabolites	Methamphetamine	Halazepam
Codeine	Opiates	Morphine
Diazepam	Phenobarbital	Pentobarbital
Qualitative THC	Prazepam	Phencyclidine
Secobarbital	Propoxyphenes	Trizolam

- The cut off levels or initial screens shall be 100 nanograms per milliliter (nm/ml) for marijuana Metabolites (THC), 300 ng/ml for cocaine metabolites and opiates, 25ng/ml for phencyclidine, and 1000 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 are determined by the National Institute on Drug Abuse.
- The cut off levels for confirmation tests shall be 15 ng/ml for amphetamines, and 25 ng/ml for phencyclidines.

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 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.

Use of Positive Tests

- Upon receipt of a positive test result for any student, a student may request a retest at his/her expense within a 24-hour period of a positive result. The urine specimen used in the original test shall be retested if the student requests a retest.
- The Superintendent or designee shall notify the student and the student's custodial parents/legal guardians.
- The Superintendent or designee shall schedule a conference with the student's custodial parents/legal guardians to explain the results.
- Counseling/rehabilitation for the student will be strongly recommended for the student who tests positive. This will be at the expense of the student.

Internet Safety and Electronic Device Use Policy (4.29)

- For the purposes of this policy, "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.

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.

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
    - Taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
    - 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
    - Taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Student Electronic Device and Internet Use Agreement (4.29F)

- The Corning School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet under the following terms and

conditions which apply whether the access is through a district or student-owned electronic device. (As used in this agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

- Conditional Privilege: The student's use of the district's access to the Internet is a privilege conditioned on the student's abiding to this agreement. No student may use the district's access to the Internet, whether through a district or student-owned electronic device, unless the student and his/her parent or guardian have read and signed this agreement.
- Acceptable Use: The student agrees that he/she will use the district's Internet access for educational purposes only. In using the Internet, the student agrees to obey all federal laws and regulations and any state laws and rules. The student also agrees to abide by any Internet use rules instituted at the student's school or class, whether those rules are written or oral.
- Penalties for Improper Use: If the student violates this agreement and misuses the Internet, the student shall be subject to disciplinary action.
- "Misuse of the district's access to the Internet" includes, but is not limited to, the following:
    - using the Internet for other than educational purposes;
    - gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
    - using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
    - making unauthorized copies of computer software;
    - accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
    - using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
    - posting anonymous messages on the system;
    - using encryption software;
    - wasteful use of limited resources provided by the school including paper;
    - causing congestion of the network through lengthy downloads of files;
    - vandalizing data of another user;
    - obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
    - gaining or attempting to gain unauthorized access to resources or files;
    - identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
    - invading the privacy of individuals;
    - 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, address, and phone number.
    - using the network for financial or commercial gain without district permission;
    - theft or vandalism of data, equipment, or intellectual property;
    - attempting to gain access or gaining access to student records, grades, or files;

- introducing a virus to, or otherwise improperly tampering with the system;
- degrading or disrupting equipment or system performance;
- creating a web page or associating a web page with the school or school district without proper authorization;
- providing access to the district's Internet access to unauthorized individuals;
- failing to obey school or classroom Internet use rules;
- taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools; or
- installing or downloading software on district computers without prior approval of the technology director or his/her designee.

- Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.
- No Expectation of Privacy: The student and parent/guardian signing below agree that if the student uses the Internet through the district's access, that the student waives any right to privacy the student may have for such use. The student and the parent/guardian agree that the district may monitor the student's use of the district's Internet access and may also examine all system activities the student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The district may share such transmissions with the student's parents/guardians.
- No Guarantees: The district will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and student recognize that the district makes no guarantees about preventing improper access to such materials on the part of the student.

Act 1565 of 2001 makes it unlawful for any person to use profane, violent, vulgar, abusive, or insulting language toward any public school employee during the course of his or her duty.

Prohibited Conduct (4.18)

General Statement

- A student shall abstain from indecent and immoral acts. A student may be suspended or expelled for immorality, refractory conduct, insubordination, infectious disease, habitual uncleanness, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether the student's conduct occurs on or off campus and during or between school terms and regardless of whether a specific prohibition of the conduct is contained in this student/parent handbook.
- 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

- Prohibited behaviors include, but shall not be limited to the following:
  - Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
  - Disruptive behavior that interferes with orderly school operations;

- Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
- Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
- Possession or use of tobacco in any form on any property owned or leased by any public school;
- Willfully or intentionally damaging, destroying, or stealing school property;
- 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;
- 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;
- Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
- Inappropriate public displays of affection;
- Cheating, copying, or claiming another person's work to be his/her own;
- Gambling;
- Inappropriate student dress;
- Use of vulgar, profane, or obscene language or gestures;
- Truancy;
- Excessive tardiness;
- 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;
- 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;
- Hazing, or aiding in the hazing of another student;
- 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;
- Sexual harassment;
- Bullying;
- Operating a vehicle on school grounds while using a wireless communication device: and
- Theft of another individual’s personal property.

- <u>Student infractions of discipline policies will result in consequences starting with the minimum consequence of a verbal or written warning and concluding with the maximum consequence of expulsion.</u>
- Consequences for infractions of the rules and regulations will include, but not be limited to:
  - Notification to parents
  - Warnings
  - Before school, noon, or after school detentions
  - Assignments made by teachers/administrators
  - Tobacco, vaping, alcohol, drug abuse/cessation classes
  - Loss of bus privileges

- Loss of extracurricular privileges
- In-school suspension
- Corporal Punishment
- Saturday School
- Out-of-school suspension
- Expulsion
- Other consequences as deemed appropriate by school administration and faculty

- 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.

Bullying (4.43)

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

- Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:
  - Cyberbullying;
  - Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes;
  - Pointed questions intended to embarrass or humiliate;
  - Mocking, taunting or belittling;
  - Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person;
  - Demeaning humor relating to a student's actual or perceived attributes;
  - Blackmail, extortion, demands for protection money or other involuntary donations or loans;
  - Blocking access to school property or facilities;
  - Deliberate physical contact or injury to person or property;
  - Stealing or hiding books or belongings;
  - Threats of harm to student(s), possessions, or others;
  - Sexual harassment, as governed by policy 4.27, is also a form of bullying; 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 the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

- "Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:
  - Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
  - Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.
- Cyberbullying of School Employees includes, but is not limited to:
  - Building a fake profile or website of the employee;
  - Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
  - Posting an original or edited image of the school employee on the Internet;
  - 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;
  - Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
  - 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;
  - Signing up a school employee for a pornographic Internet site; or
  - 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; and/or
  - Is directed specifically at students or school personnel; and/or
  - Is 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.
- “Substantial disruption” means, without limitation, that any one or more of the following occur as a result of the bullying:
  - Necessary cessation of instruction or educational activities;
  - Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
  - Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or

- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Bullying Policy

- 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:
     - 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;
     - 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:
     - That a credible report or complaint of bullying against their student exists;
     - Whether the investigation found the credible report or complaint of bullying to be true;
     - Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and

- 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 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;
   - 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.
- Copies of this policy shall be available upon request.

Damage or Destruction of School Property

- A student shall not cause or attempt to cause damage to school property. The Corning School District may recover damages from the student destroying school property. Parents of any minor student will be liable for damages caused by said minor.

Disregard of Directions or Commands

- A student shall not fail to comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, administrative personnel, school bus drivers, school custodians, or other authorized school personnel.

Disruption of School (4.20)

- 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 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.

Drugs and Alcohol (4.24)

- 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 Corning School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.
    - This policy applies to any student who
        - is on or about school property;
        - is in attendance at school or any school sponsored activity;
        - has left the school campus for any reason and returns to the campus; or
        - is enroute 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.
    - Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies by a student is prohibited.
    - 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.
- In compliance with the provisions of this policy, the parents/guardians of any student caught violating these provisions will be notified, and the student will be placed in police custody.
    - Furthermore, the student will receive a ten (10) day suspension on the first offense with proof of a substance abuse assessment and treatment.
        - If the student does not receive a substance abuse assessment and successfully complete subsequent treatment, the offense will result in expulsion.
        - Assessments and treatment shall be performed by persons qualified by training and experience to perform such assessments. A list of

qualified assessors is available at the offices of the school counselors, principals, and superintendent. The parents will be responsible for any costs related to the assessment and/or treatment.

- A second offense will result in expulsion for the remainder of the school year with loss of credits.

NO ALTERNATIVES WILL BE EXTENDED TO THOSE CAUGHT DISTRIBUTING DRUGS OR ALCOHOL.

Electronically Transmitted Messages or Images

- Students may not 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.

Fighting

- Students shall not engage in pushing, shoving, hitting, or any other activity that might be construed as fighting while under the supervision of the school or at school sponsored activities. The school is required by law (Act 888 of 1995) to report any acts of violence to the proper authorities.

Fire Alarms

- Falsely set fire alarms are not only a serious disruption of school, but they offer a very real danger to all students in the school. Students engaging in such acts are liable for suspension and/or expulsion; criminal charges may be filed by the school.

Fireworks

- Students shall not possess, handle, discharge, or store fireworks while at school or enroute to or from school.

Gambling

- A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other object or objects of value.

Gangs and Gang Activity (4.26)

- The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.
- The following are prohibited by students on school property or at school functions.
  - Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
  - Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
  - Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
  - Extorting payment from any individual in return for protection from harm from any gang.
- Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.
- Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

Hall and Sidewalk Behavior

- Students are not to run on the sidewalks or in the hallways; in addition, junior high and high school students are not to be in the halls during class periods without the proper permission.

Laser Pointers (4.28)

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

Possession and Use of Cell Phones and Other Electronic Devices (4.47)

- Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.
- To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.
- As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.
- Misuse of electronic devices includes, but is not limited to:
    - Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
    - Permitting any audible sound to come from the device when not being used for the reason above;
    - Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
    - Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
    - 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. After normal school hours end at 3:15 p.m., possession of cell phones, any paging device, beeper, or similar electronic communication devices, cameras, MP 3 players, iPods, and other portable music devices is permitted. 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 and at the discretion of the supervising sponsor.
- 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.

- According to School Board Policy, students may use cell phones before school, in between classes, at lunch, and after school. They will not be allowed to use them during class time unless the classroom teacher has a planned instructional use for them. Each teacher will have a designated cell phone collection area in his or her room. Students must place their cell phones in the designated area when they enter the classroom and will be allowed to pick up their phones at the end of each class period. If the phones do not have the students' names on them, students will be provided a sticky note to attach to their phone for identification purposes.
    - Failure to turn in a cell phone during class time will result in the following consequences:
        - 1st offense: 1 day ISS (Phone will be taken to the office. Student may pick the phone up at the end of the school day.)
        - 2nd offense: 2 days ISS (Phone will be taken to the office. A parent/guardian must pick the phone up from the principal.)
        - 3rd offense: 1 day OSS (Phone will be taken to the office. A parent/guardian must pick the phone up from the principal.)
        - 4th and subsequent offenses: OSS and referral to the juvenile office. (Phone will be taken to the office. A parent/guardian must pick the phone up from the principal.)
- Exceptions may be made by the building principal or his/her designee for health or other compelling reasons.
- 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.
- In addition, students who have a cell phone confiscated will also be subject to consequences **including, but not limited to, detention, corporal punishment, or suspension. Offenses regarding cell phones may also be reported to the School Resource Officer if disruptions during instructional time occur.**
- Students who use a 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 which is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

Profanity, Verbal Abuse, and Obscene Gestures

- A student shall not use profane, violent, vulgar, abusive or insulting language at any time on the school campus or at school activities. A student shall not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process.

Public Display of Affection

- A public display of affection is not appropriate behavior at school. Failure to comply with this rule will lead to disciplinary action.

Restricted Areas

- Students will be advised of restricted areas on campus. Students may not enter these areas unless they have special permission from the Principal.

Student Assault or Battery (4.21)

- A student shall not threaten, physically abuse, attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures; vulgar, abusive, or insulting language; taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to
    - Horseplay and physical teasing;
    - Shoving, striking, fighting, or threatening others with physical injury; or
    - Racial, ethnic, religious, or sexual slurs.
- This behavior may constitute battery and/or assault and are strictly forbidden.
    - Violation of this policy will result in disciplinary action and may also constitute a criminal offense. By law, local law enforcement must be notified whenever a felony or an act of violence may have been committed on campus. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.
    - 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 acceptation, is calculated to:
        - Cause a breach of the peace;
        - Materially and substantially interfere with the operation of the school; or
        - Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Taunting and Degrading Behavior

- Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability is prohibited.

Theft

- A student shall not steal or attempt to steal property belonging to the school or public or private property while under jurisdiction of the school.

Threats of Violence on School Property

- Pursuant to ACT 1520 of 1999, whenever the principal or other person in charge of a public school has personal knowledge or has received information leading to a reasonable belief that any person has committed or has threatened to commit an act of violence on school property or while under school supervision, the principal or the

person in charge shall immediately report the threat to the appropriate local law enforcement agency. Threats of violence are subject to disciplinary action.

Tobacco, Electronic Nicotine Delivery Systems, and Related Products (4.23)

- Smoking, possession, or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, vape-pens, e-cigarettes, 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, regardless of age, who violate this policy may be subject to legal proceedings in addition to student disciplinary measures. All tobacco products, vape-pens, e-cigarettes, etc., will be confiscated.
- 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-pipes, or under any other name or descriptor.
- Students violating this policy will be subject to prosecution on the first offense and each offense thereafter.
- Students caught with a vape or vape paraphernalia:
  - 1st Offense: 2 days Out of School Suspension (Charges filed with the Juvenile Office)
  - 2nd Offense: 3 days Out of School Suspension (Charges filed for 2nd Offense)
  - 3rd Offense: 5 days Out of School Suspension (Charges filed for 3rd Offense)
    - *Offenses beyond the 3rd offense will be handled at the discretion of the administration*
- Addition to Policy:
  - All vape and pod contents will be tested for drugs at the Corning Police Department.
  - If drugs are detected in a vape or vape pod, the district drug policy will be followed.
  - All vapes, vape products, pods, and chargers will be confiscated and turned over to law enforcement.
  - Students may complete work virtually during OSS.

Weapons and Dangerous Instruments (4.22)

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 to cause neuromuscular incapacitation; or
  - Any other instrument or substance capable of causing bodily harm.

Policy

- No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while
    - In a school building;
    - On or about school property;
    - At any school sponsored activity or event;
    - On route to or from school or any school sponsored activity; or
    - Off the school grounds at any school bus stop.
- If a student discovers, prior to any questioning or search by any school personnel, that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person; in a book bag/purse; or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm.
    - The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office.
    - Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.
- Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.
    - 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;
        - Sign a statement acknowledging that they have read and understand said laws prior to readmitting the student.
    - Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property.
        - The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.
- The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs; hunting safety or military education, or before or after-school hunting or rifle clubs.
    - Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.
- The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

Reporting of Felonies

- All principals of the Corning School District shall report incidents that may constitute felonies to local law enforcement agencies for investigation and to the Board of adjudication. A principal shall make such a report when he/she has direct knowledge or has received information leading to a reasonable belief a student has committed a felony on school property; a felony while under school supervision; or a violent criminal act against a teacher, principal, employee, or student.

Search, Seizure, and Interrogations (4.32)

- The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property, in which the student has a reasonable expectation of privacy, when there is reasonable and individualized suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search, and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.
- School property shall include, but not be limited to lockers, desks, and parking lots as well as personal effects left there by students. When possible, prior notice will be given, and the student will be allowed to be present along with an adult witness. However, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- The superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.
- A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.
- State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen (18) years of age), or in response to a subpoena or arrest warrant.
- If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parents, legal guardian, person having lawful control standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law

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

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

Student Behavioral Intervention and Restraint (4.60)

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 an 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:*
    - Prevention level for each student in a school;
    - Strategic intervention level for a student who is not responding, from a social, emotional, or 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.
- The District's positive behavioral support shall include:

- The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- Holding a student positively accountable for meeting an established behavioral expectation;
- Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- 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 multitiered 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:
    - A student has the right to be treated with dignity;
    - A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
    - 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;
    - Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
    - 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 an 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:
    - Work with the teachers of a student to complete an FBA of the student and an assessment of any problematic situations involving the student;
    - 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
    - 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:
  - The student's problem-solving and intervention team;
  - The student's IEP team; or
  - The student's 504 Plan 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:
  - Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
  - Be maintained in the student's education record; and
  - 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 member of school personnel who was present during the incident;

- 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;
- A school administrator; and
- 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:
  - Consider relevant information in the student's education record, including without limitation:
    - The concerns of the student's parent;
    - The student's social and medical history;
    - The student's FBA, if one exists; and
    - The student's BIP, if one exists;
  - Consider relevant information from the teachers, parents, and other District professionals;
  - Discuss whether positive behavior supports were appropriately implemented;
  - Discuss the duration and frequency of the use of physical restraint on the student;
  - Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
  - Consider whether additional intervention and support is necessary for the student;
  - Consider whether additional intervention and support is necessary for school personnel; and
  - Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
    - The student;
    - The student's parent; and
    - 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.

Student Discipline (4.17)

- The Corning Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:
    - At any time on the school grounds;
    - Off school grounds at a school sponsored function, activity, or event; and
    - Going to and from school or a school activity
- The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include but are not limited to a felony or an act that would be considered a felony if committed by an adult; an assault or battery; drug law violations; or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.
- The District shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.
- The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Corning School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.
- The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.
- The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.
- The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.
- It is required by law that the principal, or any 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.

Corporal Punishment (4.39)

- The Corning School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.
- 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, i.e., out of the sight and hearing of other students; shall not be excessive or administered with malice; and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.
- Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

Detention

- Before school, after school, or noon detention may be assigned for disciplinary infractions, which include but are not limited to, disruption of the educational environment, excessive tardies, disorderly conduct, or insubordination.
- Detentions are always supervised by a teacher, the principal, or the principal's designee. Students assigned detention will do work given to them by the teacher who assigned them.
- If it is necessary for a student to serve detention before or after school, the principal will give the student a minimum of (one) 1 days' notice so transportation can be arranged.

Discipline for the Handicapped

- Handicapped 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 free appropriate public education.
- The Individualized Education Plan (IEP) team for a handicapped student should consider whether particular discipline procedures should be adopted for that student and included in the IEP.
- Handicapped students may be excluded from school only in emergencies and only for the duration of the emergency. In no case should a handicapped student be excluded for more than ten days in a school year.
- After an emergency suspension is imposed on a handicapped 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 from the exclusion.
- The suspended student may be offered alternate educational programming for the duration of the exclusion.
- Handicapped students may be expelled from school for their actions if it is determined that their misbehavior is not a result of their handicapping condition.

Due Process

- The due process rights of students and parents are as follows:
    - Prior to any suspension, the school Principal or his/her designee shall advise the pupil in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.
        - The pupil shall be given an opportunity at that time to explain his/her version of the facts to the school Principal or his/her designee.

- Written notice of suspension and the reason(s) for the suspension shall be given to the parent(s)/guardian(s) of the pupil.
- Any parent(s), tutor, or legal guardian of a pupil suspended shall have the right to appeal to the superintendent of schools.

Expulsion (4.31)

- The Board of Education may expel a student for a period longer than ten (10) 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:
  - Poses a physical risk to himself or herself or to others;
  - Causes a serious disruption that cannot be addressed through other means; or
  - Is the act of bringing a firearm on school campus.
- The Superintendent or his/her designee shall give written notice to the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.
- The hearing shall be conducted not later than ten (10) school 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, persons having lawful control of the student, persons standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.
- During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses, 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, legal guardians, persons having lawful control, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

- The Superintendent and the Board of Education shall complete the expulsion process of any student that was initiated because the student possessed a firearm or other prohibited weapon on school property regardless of the enrollment status of the student.
- The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of expulsion.

Suspension from School (4.30)

- Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school.
- Students are responsible for their conduct that occurs:
  - At any time on the school grounds;
  - Off school grounds at a school-sponsored function, activity, or event; and
  - Going to and from school or a school activity.
- A student may be suspended for behavior including, but not limited to that which:
  - Is in violation of school policies, rules, or regulations;
  - Substantially interferes with the safe and orderly educational environment;
  - School administrators believe will result in the substantial interference with the safe and orderly educational environment; and/or
  - Is insubordinate, incorrigible, violent, or involves moral turpitude.

Out-of-School Suspension (OSS)

- Out-of-school suspension (OSS) shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:
  - Poses a physical risk to himself or herself or to others;
  - Causes a serious disruption that cannot be addressed through other means; or
  - Is the act bringing a firearm on school campus.
- OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.
- The school principal or designee shall proceed as follows in deciding whether or not to suspend a student:
  - The student shall be given written notice or advised orally of the charges against him/her;
  - 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

- If the principal finds the student guilty of the misconduct, he/she may be suspended.

- When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), person(s) having lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older or mailed to the last address reflected in the records of the school district.
- Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.
- It is the responsibility of a student's parents, legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district which the school shall use to immediately notify the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:
  - A primary call number;
  - The contact may be by voice, voice mail, or text message.
  - An email address; or
  - A regular first class letter to the last known mailing address.
- The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.
- The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS.
- During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as a part of the District's engagement or access to education program.
- During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension.
- Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.
- Suspensions initiated by the Superintendent may be appealed to the Board.

Student Dress and Grooming (4.25)

- The Corning 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 that are consistent with the above criteria.

Appearance and Dress Code

- *Inappropriate distracting forms of dress by either boys or girls will not be permitted at school or at school-sponsored events*. Fashions or styles which are dangerous to the individual in certain classes or present a health hazard are forbidden.
- Specific regulations are as follows:
  - Clothing that bears writings or slogans that may be considered profane, indecent, or promotes the use or narcotics, drugs, alcohol, or tobacco will not be tolerated.
  - Handkerchiefs (or similar objects) that are worn on the head are not allowed.
  - Shirts or blouses that expose a person's midriff will not be allowed. (For the purpose of determining if shirts or blouses are too short, students will be asked to stand and extend their arms out to the side and parallel to the floor. If in this position the midriff is exposed, the shirt or blouse is considered too short and therefore not permissible at school.)
  - Pajama bottoms, pajama tops, and house shoes are NOT permitted.
  - No rips, tears, mesh, or cut outs in pants or skirts above the mid-thigh will be permitted.
  - Tank tops and spaghetti strap blouses are forbidden. Sleeveless shirts or blouses may be worn if the arm holes are tight enough as not to show undergarments.
  - Students in grades 5-12 may wear shorts/skirts of a sufficient length. Sufficient length is defined as mid-thigh.
  - Jackets, emblems, sweaters, or apparel identifying any group or organization other than those sponsored or approved by the school are forbidden.
  - "Sagging" will not be permitted, even if shorts are worn beneath the outer layer of pants.
  - Any clothing deemed questionable or suggestive by school administrators will be forbidden.
- According to House Bill 1936, *The General Assembly finds that the wearing of clothing that exposes underwear, buttocks, or the breast of a female by students in the public schools often preoccupies and distracts students from their major purpose for being in school, that of becoming educated in math, science, English, history, and other subjects. Public schools should encourage and train students to dress in a manner that would be acceptable in the workplace.*
- Students who do not conform to the dress code will be asked to call a parent/guardian to bring them proper clothing that will comply with the above rules and regulations. Students will remain in the office until proper school attire is delivered. If a student refuses to contact a parent/guardian or the parent/guardian cannot bring proper clothing to school, the student will be required to wear clothing provided by the school until the end of the school day.
- Students who continually do not meet dress code or refuse to wear clothing provided by the school in instances when parents or guardians cannot bring proper attire to school will be subject to discipline including, but not limited to, detention, in-

school suspension, Saturday school, corporal punishment, out-of-school suspension, or expulsion.

Student Sexual Harassment (4.27)

- The Corning 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;
    - 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:
    - A District employee:
        - Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or
        - Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual.
    - The conduct is:
        - Unwelcome; and
        - 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
    - Constitutes:
        - Sexual assault;
        - Dating violence;

        - Domestic violence; or
        - Stalking
- "Supportive measures" means individualized services that are offered to the complainant or made available to 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 or employees as to sexual activity or performance;
    - Circulating or showing e-mails or Web sites of a sexual nature;
    - Intimidation by words, actions, insults, or name calling; and
    - Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual 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 the complainant and make supportive measures available to the 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.
    - 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.
- No earlier than ten (10) days 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:
  - Identification of the allegations potentially constituting sexual harassment;
  - A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
    - Any notifications to the parties;
    - Interviews with parties and witnesses;
    - Site visits;
    - Methods used to gather other evidence; and
    - Hearings held.
  - Findings of fact supporting the determination;
  - Conclusions regarding the application of the District's code of conduct to the facts;
  - A statement of, and rationale for, the result as to each allegation, including:
    - A determination regarding responsibility;
    - Any disciplinary sanctions imposed on the respondent; and
    - 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.
  - The procedures and permissible bases for the complainant and respondent to appeal.
- The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:
  - If an appeal is not filed, the day after the period for an appeal to be filed expires; or
  - If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.
- The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment

under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

- The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:
  - The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
  - The respondent is no longer enrolled at the District; or
  - Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.
- Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.
- The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

Appeals

- Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:
  - The existence of a procedural irregularity that affected the outcome of the matter;
  - 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;
  - 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
  - An appeal of the disciplinary sanctions from the initial determination.
- For all appeals, the District shall:
  - Notify the other party in writing when an appeal is filed;
  - Simultaneously provide all parties a written copy of the District's procedures governing the appeal process;
  - Implement appeal procedures equally for both parties;
  - Ensure that the decision-maker 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;
  - Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
  - Issue a written decision describing the result of the appeal and the rationale for the result; and
  - 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;
  - Any individual who has made a report or filed a formal complaint of sexual harassment;
  - Any complainant;
  - Any individual who has been reported to be the perpetrator of sex discrimination;
  - Any respondent; and
  - Any witness.
- Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency 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 participated 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
      - Document:
        - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
        - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Title IX

- The Corning School District will abide by the provisions of Title IX passed by Congress in 1972.
  - The law states in part that "no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal assistance..."
  - Male and female students must be eligible for benefits, services, and financial aid without discrimination on the basis of sex.
  - Sexual Harassment is sex discrimination under Title XI. It is the policy of the Corning School District to maintain a learning and working environment that is free from sex discrimination, including sexual harassment. Any person, who alleges sex discrimination or sexual harassment by any staff member or student may use the District's Equity Coordinator, the individual designated to receive such complaints. Filing a complaint or otherwise reporting sexual harassment or sex discrimination will not reflect upon the individual's status nor will it affect future employment, grades or work assignments.

Video Surveillance and Other Student Monitoring (4.48)

- 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 one day 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.

Behavior Not Covered Above

- The school district reserves the right to punish behavior which is subversive to good order and discipline in the schools, even though such behavior is not specified in the preceding or following written rules.

STUDENT HEALTH AND SAFETY

Communicable Diseases and Parasites (4.34)

- Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell 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 B or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

- To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood-borne, food-borne, 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 human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.
- Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

Corning School District Policy

- The school nurse will do routine head checks for lice on each child in school. The Corning School District policy is, without exception, **NO LIVE LICE.** If your child is determined to have head lice, parents or legal guardians will be asked to pick their child up at school and keep them home until they are free of all lice. The parents or legal guardians will be given information concerning the eradication and control of head lice. Upon return to school your child must provide proof of treatment (usually done by bringing the box top or lid from the treatment used). Your child will be re-examined by the nurse when he/she returns. If treatment is satisfactory, the child will be readmitted to school. If treatment is not satisfactory, the child must return home until such time that treatment is satisfactory.
- 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.
- Students who are not in attendance due to head lice/nits will be marked absent.

Emergency Drills (4.37)

- All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted no 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 at all schools in the District 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.

Immunizations (4.57)

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:
  - Licensed physician;
  - Health department;
  - Military service; or
  - Official record from another educational institution in Arkansas; or
  - An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.
- The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating, "up to date", "complete", "adequate", and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a

licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student's record.

- In order to continue attending classes in the District, the student must have submitted:
  - Proof of immunization showing the student to be fully age appropriately vaccinated;
  - 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;
  - A copy of a letter from ADH indicating immunity based on serologic testing; and/or
  - 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 the 4th option above.

Temporary Admittance

- While students who are not fully age appropriately immunized or have not yet submitted an immunization waver 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 the 2nd or 4th option above.
- Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.
- The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion from School

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

the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

- Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:
  - For the remainder of the week by the end of the initial school day of the student's exclusion; and
  - By the end of each school's calendar week for the upcoming week until the student returns to school.
- 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;
  - The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
  - The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
  - The percentage of a population that must receive an immunization for herd immunity to exist.

Lunch Regulations

Food Service Prepayment (4.51)

- The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Staff and parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:
  - Submitting cash or check payment at each school office;
  - Depositing funds through the District's online service.
- The District provides alternative meals at no cost to students whose accounts do not have enough funds to purchase a meal.
- 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.

School Meal Modifications (4.50)

- The district only provides modified meal components on menus to accommodate students with a disability as defined in USDA regulations. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to Charity Pennington, Director of Child Nutrition, a medical statement completed by a State 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); and
  - 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.

Physical Examinations or Screenings (4.41)

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

- The rights provided to parents under this policy transfer to the student when he/she turns eighteen (18) years old.
- Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

Note

- This policy is not intended to and does not cover invasive physical examinations. "Invasive Physical Examinations" is defined in federal law 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. It is our understanding that most students who would receive an invasive physical examination would do so as part of the student's individual health plan (IHP) or while at a school based health clinic; neither situation is intended to be covered by this policy.
- In the event a student did not fall under one of the above situations, districts should be aware that an invasive physical examination requires that the student's parent/legal guardian be "directly" notified of the specific or approximate dates (to the extent known) during the school year when the invasive physical examination is scheduled within a reasonable period of time that would provide the parent and opportunity to object. Parents of a student whose IHP covers an invasive physical examination have granted permission for that specific type of exam as part of the establishment of the IHP.
- "Directly notified" means by mail or email; inclusion in the student handbook does not meet the law's requirements.
- Districts with students who participate as athletes in the Arkansas Special Olympics programs should be aware that the student's physical examination for participation in the program must be signed by either an advanced practice nurse or a licensed physician. Many of the participating students often have multiple health challenges, which can sometimes be deadly in the right circumstances (These are often referred to as "co-morbidities".) As a result, it is important that the Special Olympics athlete medical form be completed by the parent and the qualified health care provider. A copy of the medical form can be found on the Policy Resources Page at https://arsba.org/policy-resources.

Student Illness/Accident (4.36)

- If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.
- If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

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

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.

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 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 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:
    - an IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
    - 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.

Schedule II Medications

- Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.
- Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

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.

Self-Administration of Medication

- Students who have written permission from their parent or guardian and a licensed healthcare practitioner on file with the District may:
    - Self-administer either a rescue inhaler or auto-injectable epinephrine;
    - Perform his/her own blood glucose checks;
    - Administer insulin through insulin delivery system the student uses;
    - Treat the student's own hypoglycemia and hyperglycemia; or
    - Possess on his or her person:
        - A rescue inhaler or auto-injectable epinephrine; or
        - 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:
    - The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
    - A written order from the student's treating physician stating that the student:
        - Is capable of completing the proper method of self-administration of the stress dose medication; and
        - Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.
- The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.
- Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:
    - In school
    - At an on-site school sponsored activity
    - While traveling to or from school; or
    - At an off-site school sponsored activity.

- A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue-inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.
- Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Appendix—Updated Information and Forms

- *Annual Notice*
- *School-Parent Compact*
- *4.2 Entrance Requirements*
- *4.15 Contact with Students While at School*
- *4.17 Student Discipline*
- *4.18 Prohibited Conduct*
- *4.24 Drugs and Alcohol*
- *4.35 Student Medications*
    - *4.35F—Medication Self-Administration Consent Form*
    - *4.35F3—Glucagon and/or Insulin Administration Consent Form*
    - *4.35F4—Epinephrine Emergency Administration Consent Form*
    - *4.35F6—Stress and Emergency Dose Medication Administration Consent Form*
- *4.45 Smart Core Curriculum and Graduation Requirements*
- *4.47 Possession and Use of Cell Phones*
- *4.63 Student Religious Expression*

Annual Notice

- The Corning School District buildings contain some asbestos materials; the district has a management plan to safely control the asbestos. This plan can be viewed at the administration office during normal business hours.

Annual Parent Notice of Right to Request
Teacher and Paraprofessional Qualifications

August 2024

Dear Parent or Guardian:

- Our school, **CORNING SCHOOL DISTRICT**, receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing 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).
  - Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
  - Whether the teacher is teaching under emergency or provisional status because of special circumstances.
  - 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:
  - Whether the paraprofessional has completed at least two years of study at an institution of higher education.
  - Whether the paraprofessional has completed an associate degree (or higher).
  - Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
  - Whether the paraprofessional has:
    - the knowledge of and ability to assist in instructing reading, writing, and mathematics, or
    - 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 please contact your child's school by phone at **870-857-3041** or by email at **shelley.smith@corning.k12.ar.us.** Should you have any other questions regarding your child's education, please do not hesitate to contact us at **870-857-6818**.

Jennifer Woolard
Superintendent of Schools
Corning School District

School-Parent Compact

- The Corning School District and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards.
- This school-parent compact is in effect during school year 2023-2024.

Required School-Parent Compact Provisions

School Responsibilities

- The Corning School District will:
  - Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
    - Ensure that teachers are in compliance with state adopted frameworks through classroom walk-through and teacher observations/evaluations.
    - Provide research based, appropriate professional development.
    - Employ highly qualified staff.
    - Provide a safe, dry, and orderly learning environment.
  - Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child's achievement.
    - Parent/Teacher conferences will be held annually during the 1st and 3rd quarters.
    - Parent/Teacher conferences will be held during a time that is convenient for parents.
    - Items discussed during Parent/Teacher conferences will include, but not be limited to student progress, grades, attendance, discipline, and school-parent compact.
  - Provide parents with frequent reports on their children's progress.
    - Progress reports will be available via Home Access Center (HAC) to parents during the 5th week of each 9 week period.
    - Report cards will be made available at the end of each quarter.
    - Parents may view their child's progress at their discretion through the web-based Home Access Center.
  - Provide parents with reasonable access to staff.
    - Staff members are available for consultation with parents during their designated conference periods.
    - Staff members are available for consultation with parents through email.
    - Staff members are available for consultation with parents by appointment.
  - Provide parents opportunities to volunteer and participate in school activities.
    - Parents may volunteer or observe/participate in classroom activities at their discretion with approval through the principal's office.
    - Parent Volunteer forms are available in the parent center.

Parent Responsibilities

- We, as parents will support our children's learning in the following ways:
  - See that my child is punctual and attends school regularly by monitoring attendance.
  - Support the school in its efforts to maintain proper discipline.
  - Establish a time for homework and provide a quiet, appropriate place to study.
  - Encourage my child's efforts and be aware of what my child is learning.
  - Read with my child and let my child see me read.
  - Volunteer to observe classroom activities when appropriate.
  - Participating, as appropriate, in the decisions relating to my child's education.
  - Promoting positive use of my child's extracurricular time.

- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, in a variety of roles.

Student Responsibilities

- We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards in the following ways:
  - Attend school regularly and be punctual.
  - Come to school each day with pencils, paper, books, and other necessary tools for learning.
  - Complete and return homework assignments according to predetermined deadlines.
  - Observe regular study hours.
  - Conform to rules of appropriate conduct.
  - Give to my parents/guardians all notices and information received by me from my school every day.

Additional Required School Responsibilities (requirements that schools must follow, but optional as to being included in the school-parent compact).

- The Corning School District will:
  - Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
  - Involve parents in the joint development of any school-wide program plan, in an organized, ongoing, and timely way.
  - Hold an annual meeting to inform parents of the school's participation in Title I, part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
  - Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in language that parents can understand.
  - Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
  - On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
  - Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts, and reading.
  - Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

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
    - 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.
- A student may enter kindergarten if the student:
  - Meets one of the requirements for school attendance of A through D above; and
  - Falls under one of the following:
    - Will attain the age of five (5) on or before August 1 of the year in which the student is seeking initial enrollment; or
    - Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days and:
    - Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
    - Submits a written request for enrollment to the District; or
  - Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:
    - 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 the student is enrolled in kindergarten; and
    - Submits a written request for enrollment 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:

- 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. (Social Security numbers will not be made available to the public).
- 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 birth certificate;
  - A statement by the local registrar or a county recorder certifying the child's date of birth;
  - An attested baptismal certificate;
  - A passport;
  - 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;
  - United States military identification; or
  - Previous school records.
- The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.[3]
- In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

➢ **Uniformed Services Member's Children**

- For the purposes of this policy:
  - "Activated reserve components" means members of the reserve component of the uniformed services who have received a notice of intent to deploy or mobilize under Title 10 of the United States Code, Title 32 of the United States Code, or state mobilization to active duty.
  - "Active duty" 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:
    - Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
    - Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
    - 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 medially discharged or retired for a period of one (1) year after medial 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 Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.
- "Veteran" means an individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than dishonorable.
- The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child's parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District's military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.[5]
- An eligible child as defined in this policy shall:
    - 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;
    - 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;

- 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;
- Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to 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;
- 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;
- 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;
- 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;
- 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:
- Academic courses;
- Electives;
- Sports; and
- 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**

o "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.
- Cross References:
  - 4.1—RESIDENCE REQUIREMENTS
  - 4.4—STUDENT TRANSFERS
  - 4.5—SCHOOL CHOICE
  - 4.34—COMMUNICABLE DISEASES AND PARASITES
  - 4.40—HOMELESS STUDENTS
- Legal References:
  - A.C.A. § 6-4-302
  - A.C.A. § 6-15-504
  - A.C.A. § 6-18-201 (c)
  - A.C.A. § 6-18-207
  - A.C.A. § 6-18-208
  - A.C.A. § 6-18-234
  - A.C.A. § 6-18-510
  - A.C.A. § 6-18-702

        - A.C.A. § 6-28-101 et seq.
        - A.C.A. § 9-28-113
    - DESE Rules Governing Student Discipline and School Safety
        - Plyler v Doe 457 US 202,221 (1982)
    - Date Adopted: 10/11/2005
    - Last Revised: 6/6/2017, 6/18/2019, 5/12/2020, 6/18/2021, 5/9/2023

4.15—Contact With Students While at School

- **CONTACT BY PARENTS**
    - Parents wishing to speak to their children during the school day shall register first with the office.
- **CONTACT BY NON-CUSTODIAL PARENTS**
    - If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may, to extend authorized by the court order 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. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.
    - Arkansas law provides that, In order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District′s schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school′s property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student′s building principal.[1] Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.
- **CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER**
    - State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold " without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

- If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal′s designee shall make a good faith effort to contact the student′s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.
- In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student′s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state′s social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

- **Contact by Professional Licensure Standards Board Investigators**
  - Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.
- 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: 10/11/2005
- Last Revised: 4/14/2015, 6/18/2019, 5/12/2020

4.17—Student Discipline

- The Corning Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:
  - At any time on the school grounds;
  - Off school grounds at a school sponsored function, activity, or event; and
  - Going to and from school or a school activity.
- The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A

student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to:
    - A felony or an act that would be considered a felony if committed by an adult;
    - An assault or battery;
    - Drug law violations; or
    - Sexual misconduct of a serious nature.
- The District shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.
- The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data and may recommend changes in the policies to the Corning School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.
- The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.
- The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.
- The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.
- It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.
- The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.
- Legal References:
    - A.C.A. § 6-18-502
    - A.C.A. § 6-17-113
- Date Adopted: 10/11/2005
- Last Revised: 4/9/2013, 6/18/2019, 6/18/2021, 6/10/2024

4.18—Prohibited Conduct

- General Statement
    - A student shall abstain from indecent and immoral acts. A student may be suspended or expelled for immorality, refractory conduct, insubordination, infectious disease, habitual uncleanness, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether the student's conduct occurs on or off campus and during or between school

terms and regardless of whether a specific prohibition of the conduct is contained in this student/parent handbook.

- 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.
    - Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
    - Disruptive behavior that interferes with orderly school operations;
    - Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
    - Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
    - Possession or use of tobacco in any form on any property owned or leased by any public school;
    - Willfully or intentionally damaging, destroying, or stealing school property;
    - Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan.
    - 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;
    - Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
    - Inappropriate public displays of affection;
    - Cheating, copying, or claiming another person's work to be his/her own;
    - Gambling;
    - Inappropriate student dress;
    - Use of vulgar, profane, or obscene language or gestures;
    - Truancy;
    - Excessive tardiness;
    - 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;
    - 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;
    - Hazing, or aiding in the hazing of another student;
    - 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;
    - Sex-based harassment;
    - Bullying;
    - Operating a vehicle on school grounds while using a wireless communication device; and
    - Theft of another individual's personal property.
- Student infractions of discipline policies will result in consequences starting with the minimum consequence of a verbal or written warning and concluding with the maximum consequence of expulsion. Consequences for infractions of the rules and regulations will include, but not be limited to:

        - Notification to parents
        - Warnings
        - Before school, noon, or after school detentions
        - Assignments made by teachers/administrators
        - Loss of bus privileges
        - In-school suspension
        - Corporal Punishment
        - Saturday School
        - Out-of-school suspension
        - Expulsion
        - Other consequences as deemed appropriate by school administration and faculty
    - 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. § 6-18-222
        - A.C.A. § 6-5-201
        - A.C.A. § 6-18-514

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 Corning School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.
- This policy applies to any student who:
    - Is on or about school property;
    - Is in attendance at school or any school sponsored activity;
    - Has left the school campus for any reason and returns to the campus; or
    - Is on route to or from school or any school sponsored activity.
- Prohibited substances shall include, but are not limited to:
    - Alcohol, or any alcoholic beverage;
    - Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;
    - LSD or any other hallucinogen;
    - Marijuana;
    - Cocaine, heroin, or any other narcotic drug;
    - PCP;
    - Amphetamines;
    - Steroids;
    - "Designer drugs";
    - Look-alike drugs; or
    - Any controlled substance.

- 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.
- Note: The possession or use of marijuana on school campus is prohibited even if a student has a medical marijuana patient card. The Arkansas Constitution Amendment 98 § 6 states:
  - *This amendment does not permit a person to:*
    - *(2) Possess, smoke, or otherwise engage in the medical use of marijuana:*
  - *(A) On a school bus;*
  - *(B) On the grounds of a daycare center, preschool, primary or secondary school, college, or university;*
- Cross Reference: 4.35—STUDENT MEDICATIONS
- Legal References:
  - A.C.A. § 6-18-502
- DESE Rules Governing Student Discipline and School Safety
- Arkansas Constitution Amendment 98 § 6
- Date Adopted: 10/11/2005
- Last Revised: 6/18/2019, 6/10/2024

4.35—Student Medication

- 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 or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity and type of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student the quantity of the medication(s). Each person present shall sign a form verifying the quantity and type 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 health care provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

- Students with an individualized health plan (IHP) may be given OTC medications to the extent giving such medications are included in the student's IHP.
- The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.
- The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.[1]
- **Schedule II Medications**
    - Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse)1 shall be allowed to attend school.
    - Students taking Schedule II medications not included in the previous sentence
        - 1 shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes only to the extent the student's doctor has specifically authorized such attendance and participation.
        - 2 A doctor's prescription for a student's Schedule II medication is not an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall not be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.[3]
- **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:
        - Self-administer either a rescue inhaler or auto-injectable epinephrine;
        - Perform his/her own blood glucose checks;
        - Administer insulin through the insulin delivery system the student uses;
        - Treat the student's own hypoglycemia and hyperglycemia; or
        - Possess on his or her person:
            - A rescue inhaler or auto-injectable epinephrine; or
            - 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:
        - The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
        - A written order from the student's treating physician stating that the student:
            - Is capable of completing the proper method of self-administration of the stress dose medication,; and
            - Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.
    - The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP

developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

- Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:
  - In school;
  - At an on-site school sponsored activity;
  - While traveling to or from school; or
  - At an off-site school sponsored activity.
- A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or combination, does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.
- Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

➢ **Emergency Administration of Glucagon and Insulin**

- Students may be administered Glucagon, insulin, or both in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:
  - an IHP that provides for the administration of Glucagon insulin, or both in emergency situations; and
  - 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 trained school employees designated by the school nurse as a care provider who have been trained[1] 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 trained 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 and 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 trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other trained 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 trained school employees designated by the school nurse as a care provider who have been 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 trained 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 trained school employee designated by the school nurse as a care provider who has been trained[6] 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 trained 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 trained school employees designated by the school nurse as a care provider who have been 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 injectible 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 trained 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:
    - Provide the school with written authorization to administer the seizure medication at school;
    - 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;
    - 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
  - Division of Elementary and Secondary Education and
  - Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students
    - A.C.A. § 6-18-701
    - A.C.A. § 6-18-707
    - A.C.A. § 6-18-711
    - A.C.A. § 6-18-714
    - A.C.A. § 6-18-717
    - A.C.A. § 6-18-720
    - A.C.A. § 6-18-721
    - A.C.A. § 17-87-103 (11) and (14)
    - A.C.A. § 20-13-405

4.35F—Medication Administration Consent Form

Student's Name (Please Print): _____

- This form is good for school year 2024-2025. The consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.
- 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.

I hereby authorize the school nurse or his/her designee to administer the following medications to my child.

- Name(s) of medication(s): _____
- Name of prescribing health care provider: _____
- Dosage: _____
- Instructions for administering the medication: _____
- Other instructions: _____

- I hereby authorize _____ to administer the above medication to my student in the unavailability of the school nurse at school in accordance with the above medication administration instructions.
- I authorize the school nurse to take a photograph of my student to be used to verify my student's identification before the school nurse or an authorized individual administers medications to my student.
- I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of medications in accordance with this consent form.

Parent or legal guardian signature: _____

Date: _____

4.35F4— Epinephrine Emergency Administration Consent Form

Student's Name (Please Print): _____

- This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.
- My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.
- The medication 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.
- Date of health-care provider's order: _____
- Circumstances under which Epinephrine may be administered:

  _____
- Other instructions:

  _____

- I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature: _____

Date: _____

Last Revised: 6/11/2013, 6/18/2019

4.35F5—Albuterol Emergency Administration Consent Form

Student's Name (Please Print): _____

- This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.
- My child has an IHP that provides for the administration of albuterol in emergency situations. I hereby authorize the school nurse or other school employee certified to administer albuterol to administer albuterol in emergency situations when he/she believes my child is in perceived respiratory distress.
- The medication 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.
- Date of health-care provider's order: _____
- Circumstances under which Albuterol may be administered:

  _____
- Other instructions:

  _____

- I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of albuterol in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature: _____

Date: _____

Date Adopted: 6/18/2021

Last Revised: 6/10/2024

4.35F6—Stress and Emergency Dose Medication Administration Consent Form

Student's Name (Please Print): _____

- This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.
- The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from adrenal insufficiency. The IHP authorizes the school nurse to administer a stress or emergency dose medication to my child in an emergency situation.
- Date of health-care provider's order: _____
- Circumstances under which the stress or emergency dose medication may be administered:

  _____
- Other instructions:

  _____
- I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of albuterol in accordance with this consent form, District policy, and Arkansas law.
- In the absence of the nurse, trained volunteer district personnel may administer a stress dose or emergency dose medication to my child in an emergency situation.
- I hereby authorize the school nurse to administer a stress or emergency dose medication to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the stress or emergency dose medication to my child in an emergency situation. I will supply the stress or emergency dose medication to the school nurse in the original container 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, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.
- I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of the stress or emergency dose medication in accordance with this consent form and the IHP.

Parent or legal guardian signature: _____

Date: _____

Date Adopted: 6/18/2021
Last Revised: 6/10/2024

4.45—Smart Core Curriculum and Graduation Requirements For the Class of 2025

- All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*[1] will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.
- While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. 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; and/or
    - Distribution of a newsletter(s) to parents or guardians of the district's students.

- Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.
- To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.
- **GRADUATION REQUIREMENTS**
  - The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.
  - All students must receive a passing score on the Arkansas Civics Exam in order to graduate.
  - Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.
- **Personal and Family Finance**
  - All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.
- **SMART CORE: Sixteen (16) units**
  - **English**: four (4) units – 9th, 10th, 11th, and 12th
  - **Oral Communications**: one-half (½) unit
  - **Mathematics**: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
    - Algebra I or Algebra A & B***** which may be taken in grades 7-8 or 8-9;
    - Geometry or Geometry A & B***** which may be taken in grades 8-9 or 9-10;
      - *A two-year algebra equivalent or a 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*.
    - Algebra II; and
    - The fourth unit may be either:
      - A math unit approved by DESE beyond Algebra II; or
      - A computer science flex credit may be taken in the place of a fourth math credit.
  - **Natural Science**: three (3) units
    - DESE approved biology – 1 credit;
    - DESE approved physical science – 1 credit; and
    - A third unit that is either:
      - An additional science credit approved by DESE; or
      - A computer science flex credit may be taken in the place of a third science credit.
  - **Social Studies**: three (3) units
    - Civics one-half (½) unit

        - World History - one unit
        - American History - one unit
        - Other social studies-one-half (1/2) unit
    - **Physical Education**: one-half (½) unit
        - *Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.*
    - **Health and Safety**: one-half (½) unit
    - **Economics** – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[9]
    - **Fine Arts**: one-half (½) unit
    - **CAREER FOCUS: - Six (6) units**
        - All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
        - A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.
        - A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.
- **<u>CORE: Sixteen (16) units</u>**
    - **English:** four (4) units – 9th 10th 11th and 12th
    - **Oral Communications: one-half (½) unit**
    - **Mathematics**: four (4) units
        - Algebra or its equivalent* - 1 unit
        - Geometry or its equivalent* - 1 unit
        - All math units must build on the base of algebra and geometry knowledge and skills.
        - (Comparable concurrent credit college courses may be substituted where applicable)
        - A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
        - *A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.
    - **Science:** three (3) units
        - DESE approved biology – 1 credit;
        - DESE approved physical science – 1 credit; and
        - A third unit that is either:
            - An additional science credit approved by DESE; or
            - A computer science flex credit may be taken in the place of a third science credit.
    - **Social Studies:** three (3) units
        - Civics one-half (½) unit
        - World history, one (1) unit
        - American History, one (1) unit

        - Other social studies-one-half (1/2) unit
    - **Physical Education**: one-half (½) unit
        - *Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.*
    - **Health and Safety**: one-half (½) unit
    - **Economics** – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.9
    - **Fine Arts:** one-half (½) unit
    - **CAREER FOCUS: - Six (6) units**
        - All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
        - A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.
        - A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 9.03 – 9.03.1.9, 14.02
ADE Guidelines for the Development of Smart Core Curriculum Policy
ADE Rules Governing Distance and Digital Learning
Smart Core Informed Consent Form 2017
Smart Core Waiver Form 2017
A.C.A. § 6-4-302
A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-1406

Date Adopted: 6/6/2017

Last Revised: 7/10/2018, 6/18/2019, 5/12/2020, 6/14/2022, 5/9/2023

Student's Name (Please Print) _____

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 Form*[1] will be sent home with students prior to their enrolling in seventh (7^{th}) grade, or when a seventh (7^{th}) through twelfth (12^{th}) 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 process[3] 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. 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**
  - Except as otherwise provided by this policy, 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. A student who transfers into the District after ninth (9^{th}) grade must receive at least the following documented clock hours of community service each year:
    - Fifteen (15) hours for students in grade nine (9);
    - Twenty (20) hours for students in grade ten (10);
    - Twenty (20) hours for students in grade eleven (11); and
    - Twenty (20) hours for students in grade twelve (12).
  - Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:
    - A major illness associated with a student or a family member of a student;
    - Student homelessness or housing insecurity; and
    - Notice to the public school district board of directors if the student is a major contributor to family income.

- **SMART CORE: Sixteen (16) units**
  - **English**: four (4) units – 9th, 10th, 11th, and 12th
  - **Oral Communications**: one-half (½) unit
  - **Mathematics**: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
    - Algebra I or Algebra A & B***** which may be taken in grades 7-8 or 8-9;
    - Geometry or Geometry A & B***** which may be taken in grades 8-9 or 9-10;
      - ***** *A two-year algebra equivalent or a 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.*
    - Algebra II; and
    - The fourth unit may be either:
      - A math unit approved by DESE beyond Algebra II; or
      - A computer science flex credit may be taken in the place of a fourth math credit.
  - **Natural Science**: three (3) units
    - DESE approved biology – 1 credit;
    - DESE approved physical science – 1 credit; and
    - A third unit that is either:
      - An additional science credit approved by DESE; or
      - A computer science flex credit may be taken in the place of a third science credit.
  - **Social Studies**: three (3) units
    - Civics - one-half (½) unit
    - World History - one unit
    - American History - one unit
    - Other social studies – one-half (½) Unit
  - **Physical Education**: one-half (½) unit
    - *Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.*
  - **Health and Safety**: one-half (½) unit
  - **Economics** – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[7]
  - **Fine Arts**: one-half (½) unit
  - **CAREER FOCUS: - Six (6) units**
    - All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
    - A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

- **CORE: Sixteen (16) units**
  - **English**: four (4) units – 9th, 10th, 11th, and 12th
  - **Oral Communications**: one-half (½) unit
  - **Mathematics**: four (4) units
    - Algebra or its equivalent* - 1 unit
    - Geometry or its equivalent* - 1 unit
    - All math units must build on the base of algebra and geometry knowledge and skills.
    - (Comparable concurrent credit college courses may be substituted where applicable)
    - A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
      - ** A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.*
  - **Science**: three (3) units
    - DESE approved biology – 1 credit;
    - DESE approved physical science – 1 credit; and
    - A third unit that is either:
      - An additional science credit approved by DESE; or
      - A computer science flex credit may be taken in the place of a third science credit.
  - **Social Studies**: three (3) units
    - Civics one-half (½) unit
    - World history, one (1) unit
    - American History, one (1) unit
    - Other social studies – one-half (½) unit
  - **Physical Education**: one-half (½) unit
    - *Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.*
  - **Health and Safety**: one-half (½) unit
  - **Economics** – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.[7]
  - **Fine Arts**: one-half (½) unit
  - **CAREER FOCUS: - Six (6) units**
    - All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
    - A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
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: 5/9/2023

Student's Name (Please Print) _____

4.47— Possession and Use of Cellphones

- Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.
- To protect the security of statewide assessments, no electronic device, as defined in this policy shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's Individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment
- As used in this policy, "electronic devices" means any electronic device that can be used to transmit or capture images, sound, or data, which includes, without limitation, a:
    - Cellular telephone;
    - Paging device;
    - Beeper;
    - Mobile telephone that offers advanced computing and internet accessibility;
    - Digital media player;
    - Portable game console;
    - Tablet, notebook, or laptop computer;
    - Digital camera; and
    - Digital video or audio recorder.
- Misuse of electronic devices includes, but is not limited to:
    - Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
    - Permitting any audible sound to come from the device when not being used for reason #1 above;
    - Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
        - Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
        - 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. After normal school hours end at 3:15 p.m., possession of cell phones, any paging device, beeper, or similar electronic communication devices, cameras, MP 3 players, iPods, and other portable music devices is permitted. 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 and at the discretion of the supervising sponsor.

- 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.
- Beginning with the 2015-2016 school year and according to School Board Policy, students may use cell phones before school, in between classes, at lunch, and after school. They will not be allowed to use them during class time unless the classroom teacher has a planned instructional use for them.
- Each teacher will have a basket in his or her room. Students must place their cell phones in the basket when they enter the classroom and will be allowed to pick up their phones at the end of each class period. If the phones do not have the students' names on them, students will be provided a sticky note to attach to their phone for identification purposes.
- Failure to turn in a cell phone during class time will result in the following consequences:
    - 1st offense- 1 day ISS (Phone will be taken to the office. Student may pick the phone up at the end of the school day)
    - 2nd offense -2 days ISS (Phone will be taken to the office. A parent/guardian must pick the phone up from the principal.)
    - 3rd offense- 1 day OSS (Phone will be taken to the office. A parent/guardian must pick the phone up from the principal.)
    - 4th and subsequent offenses- OSS and referral to the juvenile office. (Phone will be taken to the office. A parent/guardian must pick the phone up from the principal.)
- Exceptions may be made by the building principal or his/her designee for health or other compelling reasons.
- 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.[2] A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.
- **In addition, students who have a cell phone confiscated will also be subject to consequences including, but not limited to, detention, corporal punishment, or suspension. Offenses regarding cell phones may also be reported to the School Resource Officer if disruptions during instructional time occur.**
- Students who use a 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 which is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

Legal Reference: A.C.A. § 6-18-515
ADE Test Administration Manual
Last Revised: 7/10/2018, 6/18/2019, 5/12/2020, 6/10/2024

4.63— Student Religious Expression

- The Corning School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.
- **Student Assignments**
  - Student assignments include, but are not limited to:
    - Homework;
    - Classwork;
    - Artwork; and
    - Other written or oral assignments.
  - A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:
    - 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
      - Not be penalized or rewarded based on the religious content, if any, of the student's assignments.
  - Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.
  - A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least 25 school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.
  - Upon receiving such a request, the student's teacher shall determine within five (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student's parent believes the accommodation to be unreasonable, the student or the student's parent may request a conference with the teacher and the teacher's principal. A requested conference will occur at a time of mutual convenience, but

no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student's parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

- **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.

- 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:
  - The student who earns the rank of 3 in the graduating class may have a speaking part in the graduation ceremony to include but not limited to the presentation of the senior class. The superintendent or superintendent's designee may choose students from the band and/or choir to lead the audience in the alma mater. Other speakers may be allowed to speak at the superintendent's or superintendent's designee's discretion.

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

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

Date Adopted: 5/9/2023
Last Revised: 6/10/2024