

COSSATOT RIVER SCHOOL DISTRICT
Cossatot River High School
Umpire High School



Student Handbook
2024-2025

It shall be the policy of the Cossatot River School District that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of the district. In the event that there is a conflict between the student handbook and a general board policy or policies, and the student handbook is more recently adopted than the general board policy, the student handbook will be considered binding and controlling on the matter.

Board Adopted: July 18, 2024

ADMINISTRATION

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BOARD OF EDUCATION

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**COSSATOT RIVER SCHOOL DISTRICT
SCHOOL CALENDAR
2024-2025**

August 13-15.....Teacher Professional Development
August 20..... First Day of School
September 19..... Parent/Teacher Conferences
October 11..... End of 1st Nine Weeks
October 15..... First Day of 2nd Nine Weeks
November 26-29..... Thanksgiving Break
December 20..... End of 2nd Nine Weeks
December 24-January 3..... Christmas Break
January 7..... First Day of 3rd Nine Weeks
February 6..... P/T Conferences
March 14.....End of 3rd Nine Weeks
March 25-28..... Spring Break
April 1..... First Day of 4th Nine Weeks
May 22..... End of 4th Nine Weeks

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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.

- Absences WILL NOT be coded as excused or unexcused. Any absence not defined by the above attendance guidelines shall be considered an absence and will be coded (A) for absent.

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.

- Students with (8) absences in a course in a semester **WILL NOT RECEIVE** credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation.

- Excessive absences shall not be a reason for expulsion or dismissal of a student. When a student has (4) 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, email, or letter.

- Whenever a student exceeds (8) absences in a semester, the District shall file an **AFFIDAVIT IN SUPPORT OF PETITION FOR DETERMINATION OF FAMILY IN NEED OF SUPPORT**. Also notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of 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

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.

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.

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.

In order to be in compliance with the Cossatot River School District attendance policy students shall abide by the following guidelines and will be coded accordingly:

School Business (SB):

1. Participation in any school related event during school hours. (It is the school official's responsibility to communicate to the office the list of participants)
2. College Tours WITHOUT a school official. (It is the student's responsibility to obtain a letter from the institution in which they visited)
3. 4-H sanctioned activities. (Students are responsible for providing documentation regarding the activity)
4. Military recruitment or training. (It is the students' responsibility to provide documentation regarding the absence) 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.

Medical (MD):

In order to be coded as a medical absence the student, parent, legal guardian, or person having lawful control of the student; or person standing in loco parentis must provide a medical note from the following:

1. Medical Doctor or hospital
2. Dentist
3. Eye Doctor
4. Counselor
5. Or any establishment that pertains to the health and well-being of the student
6. School Nurse (the absence can only be coded MD if the nurse has sent the student home. The School Nurse shall communicate with the office in this case.)
7. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
8. 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 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.

Court (C):

Anytime a student has a legal obligation he/she must provide the appropriate documentation.

Extenuating Circumstances (EXC):

The student's absence will only qualify for this code if the parent, legal guardian, or person having lawful control of the student; or person standing in loco parentis has met with the principal or designee about the situation in which the absence pertains. It will then be at the discretion of the principal or designee.

In-School Suspension (ISS):

The in-school suspension will provide discipline for students while allowing them to stay at school.
*****DURING THE PERIOD OF THEIR SUSPENSION, THE STUDENT SERVING ISS SHALL NOT ATTEND OR PARTICIPATE IN ANY SCHOOL SPONSORED ACTIVITIES DURING THE IMPOSED SUSPENSION.

Out-of-school Suspension (OSS):

The out-of-school suspension is a discipline action intended for students to serve off campus.
*****DURING THE PERIOD OF THEIR SUSPENSION, THE STUDENT SERVING OSS SHALL NOT ATTEND OR PARTICIPATE IN ANY SCHOOL SPONSORED ACTIVITIES DURING THE IMPOSED SUSPENSION. ALSO, DURING THE PERIOD OF THEIR SUSPENSION, STUDENTS SERVING OSS ARE NOT PERMITTED ON CAMPUS EXCEPT TO ATTEND A STUDENT/PARENT/ADMINISTRATOR CONFERENCE. *****

Credit Recovery Options:

When a student exceeds the (8) allotted attendance days in a semester they **WILL NOT** receive credit for that class until the hours are made up.

Students will have the opportunity to make up hours on the following days:

1. Monday or/and Saturday from 7:30 am – 12:30 pm (5 hours credit can be earned each day)
2. Tuesday or/and Thursday From 4:15 pm – 5:15 pm (1 hour credit can be earned each day)

Administration will determine when a makeup day will be held. The student must sign in at the starting time and will not be allowed to sign in after the start time. For example, if a student needs 4 hours of makeup time they will not be allowed to come at 8:30 am on Monday and attend until 12:30. They must be present at 7:30 am and attend until 11:30 am. Students will be expected to bring work and/or bring something to read during this time. They will not be allowed to play on electronic devices.

Attendance and curricular/non-curricular activities:

When a student exceeds the (8) allotted attendance days in a semester he or she will no longer be allowed to participate in any curricular/non-curricular activities

(i.e. Basketball, cheerleading, FFA, FCLA, FBLA etc.)

Closed Campus (4.10):

- After you arrive on campus, you are not to leave the campus under any circumstances unless you have checked out through the office.

- Checking out for the purpose of eating lunch off campus is not permitted. Parents are permitted to bring food to campus for their children **only**.

Checking into School:

Students arriving late to school will sign the Tardy Sheet in the office. Upon returning to school after checking out,

students will sign the Check-In Sheet in the office.

Checking out of School Procedure:

A student may check out only if a parent/guardian comes to the office and signs the student out.

- One exception is if a student has a doctor or dental appointment, the parent can call to allow the student to check out. Then the student can sign out in the school office for the medical appointment, however, upon return to school, the student must bring to the office a written verification from the medical office stating the date and time of the appointment.

- In case of an emergency, the principal or assistant may elect to suspend the procedure and check the student out.

- Students who leave the campus without checking out will be considered truant and will be dealt with as truants.

Discipline Guidelines 7th -12th :

A student may be punished, suspended, or expelled for immorality, refractory conduct, insubordination, infectious disease, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether a specific prohibition of the conduct is contained in this student handbook.

1. In disciplining students, the teacher and/or administration may use, but is not limited to, the following list:

- A. Verbal or Written Warning
- B. Detention (Noon and After School)
- C. In-School Suspension (ISS)
- D. Saturday/Monday School
- E. Out-of-School Suspension (OSS) for an age appropriate amount of time
- F. Expulsion

Academic Dishonesty:

A student will not cheat on tests or classroom assignments, nor will a student aid other students in cheating on said work. The student may be punished as follows:

1st Offense: Student receives zero on work and parent notification.

2nd Offense: Three (3) days ISS, student receives zero on work and parent notification.

3rd Offenses: Five (5) days ISS, student receives zero on work and Teacher / Parent / Administrator conference.

Activation of Fire Alarm by Student/Bomb Threat:

The student may be punished as follows:

1. Consequences: Suspension, expulsion, and/or criminal charges may be filed for turning in a false alarm.
2. LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED.

Alcohol or Illegal Drugs:

A student shall not use or possess alcohol or other illegal drugs (illegal, prescription, or over-the-counter) while at school or any school function. If a student is found violating this rule, the student may be punished as follows:

1st Offense: Ten (10) days OSS

2nd Offense: Recommend

Expulsion **LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED.**

Behavior Not Covered:

The CRSD reserves the right to punish behavior which is subversive to good order and discipline even though such behavior is not specified in the preceding written orders as deemed appropriate by school administrators or officials.

Bullying (4.43):

A student shall not bully others while in school, on school property, in school vehicles, on school buses, at designated school bus stops, at school sponsored activities, or at school sanctioned events. Any person or persons who file a complaint will not be subject to retaliation or reprisal in any form. The student may be punished as follows:

1st Offense: Three (3) days

ISS. **2nd Offense:** Five (5)

days OSS. **3rd Offense:** Ten

(10) days OSS /

recommend expulsion.

Bus Violation:

All students will be assigned a seat. The student will stay in his/her seat all the way to school and all the way home and on all school activities.

Bus drivers may change or reassign a seat for disciplinary reasons. Students will not be allowed to stand except for loading and unloading. All other school rules apply while riding on the bus. Any action that may distract the bus driver, the student may be punished as follows:

1st Offense: Three (3) days ISS and/or loss of riding privilege.

2nd Offense: Five (5) days off the bus and three (3) days ISS.

3rd Offense: Three (3) days OSS and indefinite loss of riding privilege as determined by principal.

Computer Use Violations:

A student shall follow the Student Electronic Device and Internet User Agreement. Students who violate the signed agreement may be punished as follows:

1st Offense: warning, suspension, and/or loss of computer rights.

2nd Offense: Three (3) days ISS & limit computer rights for up to 30 days.

3rd Offense: Three (3) days OSS & limit computer rights indefinitely.

Destruction of School Property:

No student shall destroy or damage any property of another or that belonging to the school district. The parent/guardian shall be responsible for all damages to property caused by his/her child. The student may be punished as follows:

1. ACCIDENTAL... Consequences: Pay for the damages and notify parents.

2. INTENTIONAL...

1st Offense: Three (3) days ISS and parents of the students will be required to pay for repair or replacement of property damaged. **2nd Offense:**

Five (5) days OSS and parents of the students will be required to pay for repair or replacement of property damaged. **3rd Offense:** Ten (10) days

OSS and parents of the students will be required to pay for repair or replacement of property damaged.

LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED.

Disorderly Conduct:

A student's behavior shall not impair the discipline of the school or harm others, regardless of whether a specific prohibition of The conduct is contained in this handbook. The student may be punished as follows:

1st Offense: Up to three (3) days ISS or OSS.

2nd Offense: Five (5) days ISS or OSS.

3rd Offense: Five (5) to ten (10) days OSS.

4th Offense: Recommend Expulsion.

LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED.

Disrespect to Faculty or Staff

Members: Students will not show disrespect for faculty or staff members by shouting or yelling at, threatening, or any other action that can be considered disrespectful. The student may be punished as follows:

1st Offense: Up to three (3) days ISS.

2nd Offense: Three (3) to Five (5) days ISS.

3rd Offense: Five (5) days OSS.

4th Offense: Recommend Expulsion.

Severity may result in additional days of ISS, automatic suspension, or expulsion.

Distribution of Illegal Drugs:

A student shall not distribute illegal drugs. The student may be punished as follows:

1. Ten (10) days OSS and recommend expulsion.

LAW ENFORCEMENT AUTHORITIES WILL BE CONTACTED.

Dress Code (4.25):

The school board recognizes that among those rights retained by the people under our constitutional form of government is the freedom to govern one's personal appearance. When, however, dress and grooming disrupt the learning process for the individual student, other students, or the learning climate of the school, it becomes a matter subject to disciplinary action. Student dress, grooming and appearance should be the responsibility of

the individual and his and her parents under the following guidelines:

1. Dress and grooming should be clean and in keeping with health and sanitary practices.

2. Students may not wear clothing or hairstyles that can be hazardous to them in their educational activities such as shop, lab work, physical education, or on-the-job training.

3. No student shall have dyed hair, other than natural colors. Students will be asked to correct the color immediately. If not corrected, the student will be placed in ISS until such time the hair is returned to its natural color.

4. Dress and grooming should not disrupt the educational process.

5. A student shall not wear clothing imprinted with profanity or language "mentioning" drugs, alcohol, sex, violence, tobacco or any saying that could be disruptive to a good learning situation.

6. No sleepwear shall be worn to school except for special events approved by the principal.

7. No "Yoga pants," tights, or other thin, form-fitting pants shall be worn without being covered by dress, skirt, or shorts that meet current code.

8. Shorts, skirts, dresses, and holes in clothing are to reach at least to the tip of the middle finger of the student while standing with their hands to their sides.

9. Sleeveless shirts shall not sag under the arm.

10. All clothing will be worn so as not to expose undergarments, midriffs, buttocks, or breasts.

11. Teachers are to enforce these rules strictly at all times. All violators are to be sent to the office with a signed dress code violation form. Cases in question will be decided by the administrator. Violations will be handled in the following manner:

1st Offense: The student will be given a warning and required to change clothes. The time out of class will be unexcused. Parents will be notified.

2nd Offense: The student will be considered insubordinate and may be given up to three (3) days ISS.

3rd Offense: Five days (5) ISS.

4th Offense: Five days (5) OSS.

5th Offense: Recommend Expulsion.

Driving Vehicles:

A student that is a licensed driver, must purchase a \$5 permit, drive carefully, park in designated areas, and get out of the vehicle until the school day is over unless accompanied by a staff or faculty member. Radio/stereo must be tuned down low. Violators may be punished as follows:

1st Offense: Parent conference required before a student is allowed to drive again on campus and/or loss of driving privilege.

2nd Offense: Three (3) days ISS and loss of driving on campus for length of time determined by the principal.

3rd Offense: Three (3) days OSS and loss of driving privilege for the remainder of the school year.

Severe cases may result in any combination of the following: immediate and permanent loss of driving privilege, additional days of ISS or OSS.

Fighting:

When students fight, it may be difficult to determine who is at fault. When a cooling off period is needed, both students may be immediately suspended until an effort to determine fault is made. If a student is found to have initiated the fight, he may or may not be suspended. Alternative punishment may be applied with regard to actual involvement. The student may be punished as follows:

Note-Severity of fight will be considered before the punishment is administered.

1st Offense: Up to three (3) days ISS

2nd Offense: Three (3) days OSS.

3rd Offense: Five (5) days OSS.

4th Offense: Recommend Expulsion. LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED.

Fireworks:

A student shall not use or possess fireworks while at school or at any school function. The student may be punished as follows:

1st Offense: Possession – Five (5) days ISS; Use – Five (5) days OSS.

2nd Offense: Possession – Five (5) days

OSS; Use – Ten (10) days OSS.

3rd Offense: Recommend Expulsion.

Gambling:

A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or are any other object(s) of value. The student may be punished as follows:

1st Offense: ISS

2nd Offense: Three (3) days OSS

3rd Offense: Ten (10) days OSS

LAW ENFORCEMENT

AUTHORITIES MAY BE

NOTIFIED.

Gang Activity:

Any gang related activity as outlined in section 4.26 shall result in punishment up to expulsion.

General Conduct, Classroom Misbehavior, and Violation of Classroom Rules:

A student will be in class on time and have the materials needed for that class.

1. This means the proper textbook, paper, pencil, and other items designated by the teacher.

2. A student shall not disrupt a class by making unnecessary noise, talking without permission, keeping other students from doing assigned class work, refusing to do assigned class work, sleeping, refusing to keep his/her head up off the desktop, refusing to pay proper attention to the teacher, eating food, or any action that will distract from a learning atmosphere in the classroom. The student may be punished as follows:

1st Offense: Warning/conference, and/or ISS. **2nd**

Offense: Three (3) to five (5) days ISS. **3rd**

Offense: Three (3) to five (5) days ISS or OSS.

More than three (3) offenses will result in additional ISS, OSS, or recommend expulsion.

Horseplay or Disruption in the Hall or Cafeteria:

The student may be punished as follows:

1st Offense: Verbal warning, or One (1) day ISS.

2nd Offense: Three (3) days ISS. **3rd**

Offense: Five (5) days ISS. **4th**

Offense: Three (3) days OSS.

Immoral conduct/Unlawful Sexual Conduct:

The student may be punished as follows:

1st Offense: Ten (10) days OSS.
2nd Offense: Recommend Expulsion.
If deemed necessary by the principal, expulsion could be recommended on the first offense.

Insubordination (Disobeying):

A student will not disregard a direction or command from a faculty or staff member. If a student is observed violating a direction or command (insubordinate), the student may be punished as follows:

1st Offense: Three (3) days ISS or OSS.
2nd Offense: Five (5) days ISS.
3rd Offense: Five (5) days OSS.
4th Offense: Recommend Expulsion.

Littering:

Throwing objects, or items that will clutter the campus or the ground or other areas rather than in a designated trash receptacle is considered littering. The student may be punished as follows:

1st Offense: required to pick up debris on campus for one noon period (after eating lunch).
2nd Offense: ISS

Lockers:

Students should keep lockers provided by the school locked at all times. Students are responsible for lost or stolen articles in their lockers.

1. Students keep their lockers secured at all times and not give friends their combination.
2. Don't try to hide or conceal anything in your locker that you would not want your parents to find at home or anything that violates school policy.
3. Lockers will be assigned to the students by the school. Students are not to change lockers without permission from the principal's office.

Lying to Faculty/Staff Members:

Lying to members of the faculty/staff will not be tolerated. In the event a student is being questioned concerning his/her involvement in a situation meriting disciplinary action, the student will receive additional disciplinary action for lying.

Lying is considered a separate offense. The student may be punished as follows:
Disciplinary conference, ISS, or OSS.

Non-Educational Items Brought to School by Students:

Students may not bring items to school such as toys, radios, Walkman, video games, remote control cars, sports equipment, trading cards, pagers, walkie-talkie, etc. that are deemed non educational and distract from the learning environment. Then students may be punished as follows:

1st Offense: Items confiscated and kept until the end of the day and returned to students to be taken home and not brought back to school.
2nd Offense: Items confiscated and returned only to parents at parent conference.
3rd Offense: Items confiscated and returned to parents at the end of the semester.

Obscene Materials:

A student shall not have in his/her possession or distribute obscene materials while at school. The student may be punished as follows:

1st Offense: Three (3) days ISS. **2nd Offense:** Three (3) days OSS. **3rd Offense:** Ten (10) days OSS.

Other Dangerous Items:

Students will not bring to school or have in their possession items such as lighters, b-b's, rubber bands, sling shots or blow guns, water guns, laser pointers, and any other items that can be used to aggravate or harass another person. The student may be punished as follows:

1st Offense: Items confiscated and One (1) day to three (3) days ISS.
2nd Offense: Items confiscated and three (3) days ISS.
3rd Offense: Five (5) days ISS.
4th Offense: Five (5) days OSS.

Other Non-Educational Items Brought to School by Students—Cellular (Cell) Phones or Gaming Devices: Cell phones will be allowed at school under the following guidelines:

1. They may be used before the first bell, at lunch, and after the last bell.

2. Cell phones or gaming devices may not be used in class during instructional time.
3. Use of cell phones or gaming devices during class may constitute cheating.
4. If cell phones or gaming devices are visible, activates (rings), or are used during class time, the following punishment may be used:
 - 1st Offense:** Cell Phone or gaming device is confiscated and returned to the parent with a \$10 fee.
 - 2nd Offense:** Cell phone or gaming device is confiscated and returned to the parent with a \$20 fee and one day ISS.
 - 3rd Offense:** Cell phone or gaming device is confiscated and returned to the parent and three (3) days ISS and privileges revoked.
5. **Cell phones or gaming devices are strictly prohibited during any testing, including state testing.** If cell phones activate (rings) while they are “put away,” punishment will follow. If cell phones are visible or used during test class time, the following punishment shall be used:
 - A. Cell phones are confiscated and returned to the parent or guardian and...
 - B. Cell phone privilege at school shall be revoked for this student. Students may be suspended.

Possession or Use of Prohibited Weapon:

1. Depending upon the severity of the offense and the intent of the action, the student may be punished as follows: Disciplinary conference, ISS, OSS, or expulsion.
2. LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED.

Possession (Or use) Of Tobacco Products Including e-cigarettes and/or paraphernalia: The student may be punished as follows:

- 1st Offense:** Three (3) days ISS.
- 2nd Offense:** Three (3) days OSS.
- 3rd Offense:** Five (5) – Ten (10) days OSS LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED

Public Display of Affection:

Such as kissing, hugging, holding hands, etc. is considered inappropriate behavior at CRHS. Failure to abide and the student may be punished as follows:

- 1st Offense:** Warning.
- 2nd Offense:** One (1) day ISS and parent conference.
- 3rd Offense:** Three (3) days ISS and parent conference.

Severe violations may result in additional days of ISS, OSS, or recommend expulsion.

Sexual Harassment (4.27):

Sexual Harassment as outlined on section 4.27 shall result in punishment up to expulsion.

Stealing/Theft:

A student shall not take or have in their possession any item or article that rightfully belongs to another person. The student may be punished as follows:

Consequences: Property returned in the same condition or payment of the item(s) stolen and/or...

- 1st Offense:** Five (5) days ISS.
- 2nd Offense:** Five (5) days OSS.
- 3rd Offense:** Recommend Expulsion LAW ENFORCEMENT AUTHORITIES MAY BE NOTIFIED.

Student assault or Batter/Terroristic Threatening: (4.21)

A student shall not threaten, harm, or make physical contact with another student. The student will be subject to disciplinary action up to and including expulsion.

Truancy:

Students absent from class without permission whether on or off campus. A student leaving campus without signing out is also considered truant. The student may be punished as follows:

- 1st Offense:** Three (3) days ISS and parent notification.
- 2nd Offense:** Five (5) days ISS and parent notification.
- 3rd Offense:** Five (5) days ISS or OSS.
- 4th Offense:** Recommend Expulsion

Unacceptable Language:

A student shall not use profanity, obscene gestures, and or vulgar language at any time for any reason.

The student may be punished as follows:

1st Offense: One (1) day ISS.

2nd Offense: Three (3) days ISS.

3rd Offense: Three (3) days OSS.

Unexcused Tardies:

Students will arrive at class on time. All students tardy to class must have an excuse before being admitted to any classroom.

Tardies are counted consecutively in each class period.

5 Tardies: Conference with Parents

10 Tardies: 1 day of ISS

12 Tardies: Reported to county prosecutor

Grading:

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 – (9) 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 affect 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:

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

3. The child's attendance at court-ordered counseling or treatment. The grading scale for 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 Legal References: A.C.A. § 6- 15-902 A.C.A. § 9-28-113(f) State Board of Education: Standards For Accreditation 12.02 Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools Date Adopted: Last Revised: 5.10.1---

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:¹

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.²
2. Teachers are responsible for providing the missed assignments when asked by a returning student.²
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.²
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.³
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.⁴
 - 1 day late - 10% reduction in grade
 - 2 days late - 20% reduction in grade
 - 3 days late - 30% reduction in grade
 - 4 days late - 40% reduction in grade
 - 5 days or more - 0 for the assignment
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.²
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a

signed agreement as permitted by policy

4.7—ABSENCES.⁵ Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District’s programs, measures, or alternative means and methods to continue student engagement and access to education during the student’s period of suspension or expulsion;

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

IMMUNIZATIONS.

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

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

Grade Level by Number of Units:

Freshman: Promoted from 8th grade to 9th grade
Sophomore: 5 units
Junior: 11 units
Senior: 15 units

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Cossatot River School District shall be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District on the basis of any protected classification under the law.¹ The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.²

Inquiries on non-discrimination may be directed to

Tyler Broyles, Ed.D., who may be reached at tbroyles@cossatot.us or 870-385-7101.

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.

Notes: A copy of this non-discrimination notification should be included in all district publications to students and parents.

¹ This language was amended to align with Attorney General Opinion 2023-059.

² A.C.A. § 6-10-132 requires that youth patriotic societies, such as the Boy Scouts of America, be provided access to students during the school day; as a result, all districts now have a limited open forum and are required to provide the same access to groups who follow the procedure set forth in the statute to request access to students regardless of the groups viewpoint. While 34 C.F.R. § 106.8 requires that an individual be able to submit a report, including by telephone, both inside and outside of business hours, we do not believe that this requires that the Title IX Coordinator must be on-call to receive phone calls at any time; instead, the number provided for individuals to use must allow individuals wanting to report sexual discrimination or sexual harassment to the Title IX Coordinator to be able to leave a voice message for the Title IX Coordinator.

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

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the

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

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

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

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

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;

- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or

- Distribution of a newsletter(s) to parents or guardians of the district's students.

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

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

GRADUATION REQUIREMENTS

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

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

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

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

Natural Science: three (3) units

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

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one 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.⁸⁷

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.⁹⁸

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.^{8,7}

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.⁸

the ADE website at <https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/arkansas-graduation-requirements> under the “Related Links” heading.

⁸ In order for students to receive the community service learning (CLS) credit, the district must have completed and submitted a CLS plan to DESE. In addition, a partner site application must be approved by the district’s board of directors if an organization the District has partnered with, rather than a District employee, is responsible for certifying a student’s hours of service.

Notes: ¹ The Smart Core Information Sheet and the Smart Core Waiver Form are available on

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

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

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

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

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each-; tThis shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco

parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:⁴

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

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

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

GRADUATION REQUIREMENTS

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

All students must receive a passing score on the

Arkansas Civics Exam in order to graduate.

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

Personal and Family Finance

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

Computer Science

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

· A math unit approved by DESE beyond Algebra II; or

· A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

a. DESE approved biology – 1 credit;

b. DESE approved physical science – 1 credit; and

c. A third unit that is either:

○ An additional science credit approved by DESE; or

○ A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

· Civics - one-half (½) unit

· World History - one unit

· American History - one unit

· Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸⁷

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.⁹⁸

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

· Algebra or its equivalent* - 1 unit

· Geometry or its equivalent* - 1 unit

· All math units must build on the base of algebra and geometry knowledge and skills.

· (Comparable concurrent credit college

courses may be substituted where applicable)

· A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.⁸⁷

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.⁸

Notes: ¹ The Smart Core Information Sheet and the Smart Core Waiver Form are available on the ADE website at <https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/arkansas-graduation-requirements> under the “Related Links” heading.

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 (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

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

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco

parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:⁴

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

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

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

GRADUATION REQUIREMENTS

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

All students must receive a passing score on the

Arkansas Civics Exam in order to graduate.

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

Personal and Family Finance

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

Computer Science

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

Community Service

Each student must receive seventy-five (75) clock-hours of community service that is certified by the service agency or organization where the student volunteers. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. Except as provided by this policy, a student must receive at least the following documented clock hours of community service each year:

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

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

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

3) Algebra II; and

4) The fourth unit may be either:

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (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

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

Notes: ¹ The Smart Core Information Sheet and the Smart Core Waiver Form are available on the ADE website at <https://dese.ade.arkansas.gov/Offices/learning-services/curriculum-support/arkansas-graduation-requirements> under the “Related Links” heading.

4.55—STUDENT PROMOTION AND RETENTION

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

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

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

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

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

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation

in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

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

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

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

1. The student's specific, diagnosed reading skill needs, including without limitation:
 - Phonemic awareness;
 - Phonics decoding;
 - Text reading fluency;
 - Vocabulary-building strategies; and
 - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;
6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's

teacher determines are available and appropriate to accelerate the student's reading skill development.

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

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

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

- a. Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- b. Assign the student to:
 - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
 - If the District is unable to identify a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years, a teacher:
 - o With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
 - o Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
- c. Provide parents, legal guardians, or persons standing in loco parentis to students

with a “read-at-home” plan to support student early literacy growth, which shall include evidence-based science of reading strategies and tools that are aligned to a student’s individual reading plan for parents, legal guardians, or persons standing in loco parentis to use with their student;

- d. Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student’s eligibility for a literacy tutoring grant;
- e. Be given priority to receive a literacy tutoring grant; and
- f. Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned to the science of reading.

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

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

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

year.

By the end of grade eight (8), the student's SSP shall:⁴

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

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

§ The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and

§ Provide a basis for counseling concerning postsecondary preparatory programs.

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

An SSP shall be created:

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

student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

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

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.⁴⁵ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁶

Notes: ¹ Insert the criteria your district uses for promotion/retention. The criteria must include the following for students in kindergarten through grade four (k-4):

· A student who has not met the third-grade reading standard as defined by the state board shall not be promoted to fourth(4th) grade unless the student has a good cause waiver. The following students may receive a good cause waiver:

· Limited English Proficiency students who have had less than three (3) years of instruction in an English language learner program;

· Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a

504 plan that reflects that the individual student:

- Has received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than two (2) years; and
- Still demonstrates a need in reading proficiency or previously was retained in kindergarten, grade one (1), grade two (2), or grade three (3);

· Students who:

- Have received an intensive, evidence-based literacy intervention program aligned to the science of reading for two (2) or more years;
- Still demonstrate a need in reading proficiency and who previously were retained in kindergarten, grade one (1), grade two (2), or grade three (3);
- Have received a special education referral and a full comprehensive evaluation; and
- Have not met exceptional education criteria;

· Students who have already been retained in kindergarten, grade one (1), grade two (2), or grade three (3) for one (1) year;

· Students who can demonstrate that they are successful and independent readers and can perform at or above grade level by use of subsequent student assessments or alternative assessments; or

· Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts.

² The Division of Elementary and Secondary Education (DESE) Rules Governing the Arkansas Educational Support and Accountability Act only requires that an SSP be created for students in eighth (8th) grade and beyond and DESE will only cite a district if a student does not have an SSP by the end of eighth (8th) grade and beyond. We have opted to have the default language in the policy be for an SSP to be created for every student, with additional information reviewed and added starting in eighth (8th) grade, for a couple of reasons:

First, we believe requiring an SSP for all grades allows for improved communication between

parents, teachers, and students. The creation and existence of an SSP at all levels allows for the use of common terminology (such as a parent who has more than one student simultaneously enrolled at a district would not have to know to ask to review and discuss the SSP for the student in eighth (8th) grade or above and also have to know to ask for the Response to Intervention plan for the student who is below the eighth (8th) grade.) In addition, requiring teachers, parents, and the student (when appropriate) to meet to create an SSP at all grades will help to foster channels of communications between parents and teachers, increase parental engagement, and help prepare parents for the more formal planning process when the student is in eighth (8th) grade and beyond.

Second, the creation, evaluation, and updating of the SSP at the lower levels should help to establish a student focused learning system by helping to ensure each student is receiving the educational support(s) necessary for his/her individual educational development, whether the supports are through a Response to Intervention system, the Gifted and Talented program, or anywhere in between.

³ While students in kindergarten through grade three (k-3) are not required to have an SSP, students who are not reading at grade level are required to have an individual reading plan and students in kindergarten through grade eight (K-8) are required to have a math intervention plan. CRSD are required to report to DESE the types of interventions used and the number of students receiving each type of intervention.

⁴ Subsections 6.05.1 through 6.05.4 of the Arkansas Educational Support and Accountability Act rules include additional recommendations for consideration when creating and updating a student's SSP on each of the items in this list.

⁵ A.C.A. § 6-15-2907(e) requires all students to participate in the statewide assessments.

Concurrent Credit:

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution

approved DESE shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, prior to enrolling for the course, the concurrent credit shall be applied toward the student's graduation requirements as an elective. As permitted by DESE Rules Governing Concurrent College and High School Credit, a student who takes a three (3) - semester hour remedial/developmental education course, shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

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

- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course. Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities and /or graduation. Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended, accredited, public school. A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the

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

Advanced Placement, International Baccalaureate, and Honors Courses (5.21):

Students in grades 7-12 who take advanced placement courses, International Baccalaureate courses, or honors or concurrent credit college courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

A = 100 – 90 B = 89 – 80 C = 79 – 70 D = 69-60
F = 59 and below. For the purpose of determining grade point averages, the numeric value of each letter grade shall be A = 5 points B = 4 points C = 3 points D = 2 point F = 0 points For a student to be eligible to receive weighted credit for an AP, or IB course, the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and ADE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan. Additionally, for students taking AP or International Baccalaureate courses to receive weighted credit they must take the applicable AP or IB examination after completing the entire course . Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course. "Honors Courses" are those courses that have been approved by a Department of Education Committee as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation, Arkansas Public Schools.

Courses, International Baccalaureate

courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

MISCELLANEOUS:

Academic Improvement Policy (SSP):

Student's not scoring proficient on the Arkansas State-mandated tests shall have a Student Success Plan (SSP). The SSP shall be developed using test data and previous student records.

SSPs contain multiple remediation methods and strategies, and should include formative assessment strategies and will be revised periodically based on the progress by the student. All students not proficient are expected to participate in RTI.

Activity Rules for Trips:

Students will be expected to conduct themselves at school activities in the same manner as during school hours.

Disciplinary action will be taken for misconduct at school activities as would apply during school hours.

Students who are transported in a school vehicle to an event or place will be expected to return to the home community in the school vehicle. A parent or guardian, who has attended the same event, may personally contact the coach or sponsor and take responsibility for return transportation of his or her child by signing the "Sign out sheet."

Cafeteria: It is the responsibility of the students to return trays and to the proper location and to maintain a litter-free and orderly atmosphere in the dining area.

Delivery of Balloons, Flowers, Etc.:

Delivery of balloons and or flowers to school is discouraged. *Helium balloons are not allowed on buses.*

Semester Test Exemptions:

Semester (1) Fall – If the student has shown improvement in 1 of the 3 state mandated testing areas

(English, Math, Science), the student will be exempt in that subject area and one elective course of their choosing. The student will take the semester test in the state testing area in which they did not show improvement.

Semester (2) Spring – Students may be exempt if the student has attended **all** state mandated testing days for the following grade appropriate test.

- Grades 7-10 - ATLAS Assessment
- Grade 11 - ACT
- Grade 12 - ACT Workkeys

Fire and Tornado Drills:

A fire drill is indicated by a continuous signal. A tornado drill is given by the public address system or office runner. Drills will be held at various times throughout the year. Teachers will instruct students as to the proper procedures to follow. Fire escape routes are shown on a chart in each classroom. Students are to maintain silence and good order throughout all drills.

Honor Roll and Honor Graduates:

(1) HONOR ROLL Students in grades 7-12 who participate in the Smart Core Curriculum and maintain a 3.0 GPA for the grading period will be recognized as honor roll students for that grading period.

(2) Semester grades will determine the honor roll at the end of each semester.

(3) HONOR GRADUATES Students who have successfully completed graduation requirements and have completed the minimum core of courses recommended for preparation for college as defined by the Cossatot River Schools

Board of Directors, the State Department of Education, the State Board of Higher Education and the State Board of Education and have a cumulative GPA of 3.50 or higher will be designated as honor students. Those students having a GPA of 3.90 to 3.99 shall be designated as high honors graduates. Those students having a GPA of 4.00 or higher will be designated as meritorious graduates. Parents or graduates of a student, or a student eighteen (18) years or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified. For the purpose of selecting honor students, GPA's

shall be truncated (not rounded) to the hundredth place.

Medicine (4.35): Students who need non-prescription medicine or supplies need to come to the office before school, during lunch, or after school. ONLY prescription medication will be given between class periods and during class.

Random Drug Testing: Cossatot River Schools reserves the right to do random drug testing of students in the extracurricular activities programs. Students may be chosen at random to be tested for drugs and alcohol by the school nurse. If the school feels they have reasonable suspicion that any student enrolled in the school may be using drugs or alcohol, that student may also be tested by the school nurse. If a student tests positive, the following guidelines will be used: 1) 1st offense - parents contacted, minimum of five (5) days suspension 2) 2nd offense - school resource officer contacted, parents contacted, minimum of ten (10) days suspension 3) 3rd offense - school resource officer contacted, parent's contacted, and possible expulsion.

Student Use of School Property:

The use of school property without proper authorization will be considered as unlawful. Being in a school building without a specific teacher in charge of the activity will be considered trespassing on school grounds and will be dealt with in that manner.

Work Release Program:

Cossatot River School District Work Release Program will afford students the opportunity to gain additional experience and training in jobs that might lead to a future career. The program is open only to seniors that meet and maintain eligibility requirements governed by the guidelines of the Work Release Program. In order to participate in the program, the student must apply through the counselor's office and signed off by the principal or the assistant. The application must be made for each semester. In order to participate in the program the senior should apply prior to the end of the first week of

school following each break.

Guidelines:

- Must be a senior with a minimum of 18 credits.
- The student must maintain at least a 2.0 GPA to participate in the program.
- The student must not exceed 8 absences per semester to remain in the program.
- Out of school suspension for any reason, can be grounds for removal from the program.
- The employer must agree to complete performance evaluation forms every quarter and verify work log sheets of the student to be signed and submitted to the counselor by the student.
- Forgery of documentation will result in immediate removal of the program.
- Working for family members and/or working at home is not allowed.
- Students participating in the CRSD Work Release Program must be passing all currently enrolled classes.
- When driving during the school day, students are prohibited from providing rides to work for fellow students unless the school has written permission from the parents/guardians of both the driver and the passenger.
- Students must be in attendance at the start of school as regularly scheduled in order to be released at lunch (12:20) to participate in the program.
- CRSD will offer no credit for the Work Release Program.
- Students who are granted work release privileges must provide the counselor with a work schedule, work 12-15 hours per week, must maintain 90% attendance at the work site, and must earn a satisfactory work evaluation from their employer each quarterly term.

Visitors to Campus:

Visitors are permitted on campus only to transact official school business. All visitors are required to register in the principal's office to gain permission to remain on campus, and they must get a visitor's badge to wear - Arkansas law provides for prosecution of any person loitering on school grounds. Any unauthorized person shall be asked to leave; and if he or she refuses, law enforcement shall be summoned.

School Lunch Substitutions:

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

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 (PA who work in collaborative practice with a physician); and Dentists

The medical statement should include:

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

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

Child Nutrition

Act 1220 established the Arkansas rules governing nutrition standards.

Clubs and Organizations are limited on what and

when they can sell items on school campus. From the beginning of the school day until 30 minutes after the last lunch period, no competitive food or beverage may be sold on the school campus outside the cafeteria.

Students can not sell items for the own personal gain on school campus.