Crossett School District



Parent-Student Handbook
2026-2027

PARENT/STUDENT HANDBOOK

K-12

Crossett School District
219 Main Street
Crossett, Arkansas 71635
(870) 364-3112
www.crossettschools.org

2026-2027

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SECTION 1: GENERAL INFORMATION

A. FORWARD

This handbook was prepared to inform students, parents, and others of the activities and services, policies and procedures, and even the ideals which the Crossett School District considers necessary in the pursuit of an efficient and effective educational program.

The handbook content has been carefully prepared and reviewed to provide consistency, but has enough flexibility to remain relevant as time may require needed changes and adjustments. The Board of Education and Administration reserve the right for revision and/or additions to the handbook as necessary, and these will be communicated promptly. Failure to read the handbook carefully will not relieve students/parents/others of responsibility for compliance with the contents presented herein.

B. HANDBOOK ADVISORY COUNCIL

Anthony Boykin, Superintendent
Stephanie Brooks, Director of Curriculum
Alicia Mann, Federal Programs Coordinator
Phillip Kelley, Maintenance and Transportation Director
Cheryl Owens, Food Service Director
Lisa Sharp, Technology Director
Mandy McElroy, District Registered Nurse

Phyllis Cooley, CES Principal
Kelly McGhee, CES Teacher
Rose Slaughter, CES Teacher
Patty Frisby, CES Counselor
Jasmine McCoy, CES Counselor
Heather Boykin, CES Parent
Asher Boykin, CES Student

Nick Adams, CMS Principal
Kelly Spradlin, CMS Asst. Principal
Heather Rial, CMS Teacher
Jennifer Johnson, CMS Parent
Noah Barnett CMS Student

Matthew Allison, CHS Principal
Zachary Winfield, CHS Asst. Principal
April Adams, CHS Counselor
Jillian Roberts, CHS Teacher
Natalie White, CHS Parent
Ava Grace Smith, CHS Student
Ryann White, CHS Student

C. ALMA MATER, COLORS, MASCOT, AND FIGHT SONG

Alma Mater
Hail, Crossett High School, Hats off to you.
Ever you'll find us, Loyal and true.
Firm and undaunted, Ever we'll be.
Hail to the school we love, Here's a toast to thee.

School Colors
Maroon and White

School Mascot
The Eagle

"Eagles Fly High"
Eagles fly high, Eagles fly high, Sail on down the field.
Eagles fly high, Eagles fly high, We will never yield (Rah, Rah, Rah!)
Up in the air, All foes beware, Danger from the skies
Maroon and white (Hey)! We'll win the fight (Hey)! Eagles fly high (Hey)!

D. ASBESTOS

Section 763.84(C) of the Asbestos Hazard Emergency Response Act states that local school districts are required to notify employees, students, and parents each year about the inspection that was performed and the existence of the management plan developed as a result of that inspection.

A full inspection of the Crossett School buildings for the presence of asbestos has been completed. These materials are re-inspected regularly to determine if there is any change in the condition of the material. All information regarding the asbestos program is included in the schools' management plans. The inspections and management plan are available for review in the Crossett School District maintenance supervisor's office.

E. CROSSETT SCHOOL DISTRICT OBJECTIVES

OBJECTIVE 1: Education is a Cooperative Endeavor

1. The Crossett Board of Education, administration, and instructional staff consider education a co-operative endeavor that includes the school, home, community and state.

The primary goal of the schools is to teach skills offered in a broad-based and flexible curriculum which provides opportunities for individual students regardless of race, national origin, sex or handicap.

The educational experiences, including extra-curricular activities, will encourage maximum student performance, promote good citizenship and student responsibility, and develop students as individuals able to succeed.

- The following objectives will be sought:
    - To meet and/or exceed state educational standards;
    - To meet mastery level in basic skill areas and enhance academic performance by incorporating developmental and extension skills;
    - To provide a comprehensive, flexible curriculum which offers programs for students of varied ability and learning styles;
    - To encourage continued, active parent and community participation in the school program;
    - To formulate, implement, and monitor policies, rules, and procedures that will promote good citizenship, responsibility, and cooperation.

Objective 2: Educational Opportunities

- **Academic.** The academic classroom provides meaningful educational experience in the fields of literature and language, social studies, mathematics, and natural sciences that will provide students–the

gifted, the average, the below average, and the handicapped-with the skills needed to live purposeful lives in today's society.

• **Vocational.** Realizing that all students will eventually enter the world of work, the vocational programs of Crossett High School are designed to develop in each student a basic understanding of the knowledge, attitudes, and skills required for a successful, satisfying period of time known as the "wage-earning" years.

• **Health and Physical Education.** The physical education department encourages sound physical and mental health habits, develops game skills for sports and recreation, promotes sportsmanlike conduct, stresses a concern for physical fitness that will carry over into adult life, and provides an outlet for youth's excess energy.

• **Fine Arts.** This part of the educational system furnishes an outlet for the personal expression of individual talents and creativity as well as an opportunity to develop an aesthetic sensitivity in the fields of music, art, drama, and creative writing.

• **Extra-Curricular Activities.** The curriculum is supplemented with additional opportunities for experiences in democratic procedures, for the development of leadership, and for the pursuit of interests not provided for in the regular courses of study.

• **Professional Growth.** Teachers grow in methods and concepts of education. The school encourages participation in professional organizations (local, state, and national) and continuation of academic growth through in-service training, workshops, and college studies.

• **Media Center.** "Students who score higher on tests tend to come from schools which have more library resource staff and more books, periodicals and videos, and where the instructional role of the teacher librarian and involvement in cooperative program planning and teaching are more prominent." Keith Curry Lance, et al., The Impact of School Library Media Centers on Academic Achievement, 1993.

The library media centers in the Crossett Public School District provide library and information services to the students, faculty, support staff, administration, and the school community. To succeed in a rapidly changing world, students must be able to do more than read, write, and memorize facts. Critical thinking skills and the ability to acquire, evaluate, and manipulate information will be vital. The library media centers strive to develop the skills necessary to meet the lifelong informational needs of students, while encouraging them to develop a never ending love of reading.

• **Guidance Services.** Each school has a guidance counselor. The counselor's primary role is to assist students, teachers, and parents with educational and/or personal concerns. The guidance department offers trained, professional help for the students. Secondary schools assist students in selecting their high school courses, in planning their vocational futures, and in becoming well-adjusted citizens.

• **TIPS Center.** The TIPS Center (Teachers Involved With Parents and Students) is based on the concept of a collaboration of school staff, students, parents, and business and community agencies all working together to improve education. This translates to a greater understanding and communication flow among these groups, and helps solidify the efforts to all involved in the education of the community's youth. The TIPS Center has these components: student library and student/teacher/parent workroom.

• **Supplemental and/or Enrichment**

The following services are available to students to assist exceptionalities:

a. Special Education (self-contained, resource, itinerant, and homebound)
b. 504 Section of the Rehabilitation Act of 1973
c. Title I-School Wide K-8
d. Gifted and Talented Program

The E.A.G.L.E.S. (Eager and Gifted Learners Studies) Gifted and Talented Program offers a variety of opportunities for students in grades K-12.

Students in grades K-2 participate in whole group enrichment activities conducted regularly by their classroom teachers as well as by the gifted program staff. A key program utilized in K-2 classrooms is the Talent's Unlimited program. The program's purpose is to foster divergent and creative thinking. The program organizes activities to focus on developing 5 talents or types of thinking: productive

thinking, communication, forecasting, planning, and decision making skills.

The program also offers specialized (pull-out) classes for formally identified Gifted and Talented students beginning in 3rd grade and continuing through 6th grade. Identified GT students in grades 5-12 may participate in pre-advanced and Advance Placement courses. These courses are designed to prepare academically advanced students for college. Students successfully completing Advanced Placement coursework at the senior high level will receive weighted credit for the AP courses they complete. Additionally, students earning end of year AP exam scores of 3 or greater may gain college credit for the said course(s).

Identification of GT: The formal identification process is open to all students in grades 2-12. As part of the identification process all students are screened for the program using several measures including a reasoning exam, achievement test scores, teacher observations, and work samples. Additionally, students may be nominated for the program by parents, teachers, and administrators. All nominated students in grades
2-12 proceed through a multi-step screening that is formally reviewed by a placement committee of school personnel to determine student placement in the program.

- **Alternative Learning Environment**

As is required by A.C.A 6-18-508, the Crossett School District provides an Alternative Learning Environment. The A.L.E. will have rules and procedures in addition to the student handbook. The mission of the Alternative Learning Environment is to offer educational choices and encourage and support the development of students whose educational needs are not met by traditional programs. The primary goals of the program are to help students develop and maintain the skills they need to function successfully in school and in society. Assignment of students to the ALE is not subject to appeal or review to the District Board of Directors.

- Some Characteristics Which May Indicate a Need for Placement in the Alternative Learning Environment:
  - Below grade level
  - One or more years behind in accumulating credits toward graduation.
  - Retained one or more times from grades 1-12.
  - Recurring absences.
  - Disruptive behavior
  - School dropout
  - Personal or family problems or situation
  - In transition to or from residential programs

- **School and Community Relationships.** The school is an integral part of the community which it serves, and communication is kept open through all facets of the complete system. This is accomplished by the following:
  - superintendent-principal meetings;
  - general faculty meetings;
  - student-teacher conferences;
  - teacher-parent conferences;
  - student government organization;
  - use of news media for dissemination of information;
  - encouragement of visitation by parents and other interested citizens;
  - field trips to business and industry
  - community, student, and staff involvement in surveying needs;
  - newsletters and School Messenger;
  - family and parent engagement activities;
  - social media.

F. EQUAL OPPORTUNITY STATEMENT

The Crossett School District is an equal opportunity employer and shall not discriminate on the grounds of race, color, national origin, sex, age, or disability. (Superintendent, Equity Coordinator, 870-364-3112)

G. FOOD OR DRINK IN THE BUILDING

Deliveries of lunch during the school day are prohibited. Students may bring a lunch prepared outside of the cafeteria at the beginning of the school day. Parents will be allowed to check their student out and take them to lunch, but students will not be allowed to drive their own cars for lunch with parents. No food or drinks will be allowed outside of the cafeteria.

H. FOOD SERVICE

The Crossett School's Food Service provides a nutritional school breakfast and lunch each day that meet the daily meal requirements. Menus for the week are located on the District website under child nutrition heading. Meal prices will also be communicated.

4.51 - FOOD SERVICE PREPAYMENT

Meal Charges

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

- Submitting cash or check payment at the school cafeteria, building principal, or central office.
- Depositing funds through the District's online service: http://ezschoolpay.com.

A student's parents will be contacted monthly by authorized District personnel regarding a student's prepaid account balance.

Students are encouraged to bring lunch money for the entire week, month, semester, or year. This money will be deposited in their account. At each meal, their account will be debited and reminders will be sent when their account needs additional money. Any money left in the account at the end of the school year will be credited to the student's account the following school year. Students may purchase a second meal if they wish and have the money to pay for it. Breakfast serving time varies with each school, so please see your school letter for the serving time.

Free Breakfast

In accordance with A.C.A. § 6-18-722, a student shall be provided one (1) breakfast at no cost during each school day upon the student's request regardless of whether the student qualifies for a federally funded free or reduced-price meal.

Unpaid Meal Access

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

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

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

Free or Reduced Lunch Application

All students, regardless of whether they qualify for free or reduced-price meals, may eat breakfast at no cost; however, students wishing to eat free or reduced lunches must return a free or reduced meal application. These applications are sent home at the beginning of the school year and can be picked up at any school office or central administration office. Applications must be returned to the school office or the central administration office before the student will receive free or reduced meals.

Cafeteria Information

Students who bring their lunch may buy milk at the school. Glass bottles are not allowed due to safety

precautions. Carbonated drinks in cans, thermoses, or bottles are not allowed in grades PK-6.

Patrons of the district often wish to eat with their children. These patrons are welcome, but we must require that the school be notified before 9:00 a.m. so that adequate plans can be made by our food service staff.

Regulatory Authority: 7 CFR Part 210 and Part 220; Public Law 108-265, Sec. 204 The Child Nutrition Reauthorization Act of 2004 requires each school food authority of the Crossett School District participating in one of the United States Department of Agriculture (USDA) Child Nutrition Programs (National School Lunch Program, School Breakfast Program, Special Milk, Seamless Summer or summer Meals) to have a Local Wellness Policy. The Crossett School District has adopted this policy.

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 dieting accommodation must submit a Certification of Disability for Special Dietary Needs Form completed by a licensed physician to the district's Food Service Director (See Policy 4.50).

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

I. GIFTS

Delivery of flowers, gifts, etc., to students is prohibited except on Homecoming and Valentine's Day. Balloons are prohibited. Gifts too large to fit in backpacks will not be permitted on school buses.

J. IDENTIFICATION BADGES

All students and faculty in the Crossett School District are issued identification badges. Students are required to have I.D. badges at all times while on school property during the regular school day at Crossett Middle School and Crossett High School. Each school has consequences when a student does not have an identification badge. Lost or damaged badges and/or lanyards will be replaced at the student's expense.

K. LENGTH OF SCHOOL DAY

The instructional day for students in grades K-12 is 6 hours. Starting and ending times at the five campuses differ slightly due to transportation variances. Your child's school will provide exact times for you.

L. PARENTS' RIGHTS/PARENTAL ENGAGEMENT POLICY

1. CSD Title I Right to know classroom teacher and paraprofessional qualifications. Crossett Elementary School and Crossett Middle School receive federal funds for Title I, Part A programs. As a parent of a student in a Title I school, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask certain information about your child's teachers, and requires the school to give you this information in a timely manner. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects taught.

2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.

3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

If at any time your student has been taught for four (4) or more consecutive weeks by a teacher(s) that is not highly qualified, then you will be notified by the school.

You also have the right to request information regarding the qualifications of the paraprofessional(s) assisting your child's teacher(s). If your child is receiving Title I, Part A services from a paraprofessional, then our district or school is able to provide you with the following information:

1. Documentation the paraprofessional has completed at least two years of study at an institution of higher education.

2. Documentation the paraprofessional has completed an associate's degree (or higher).

3. Documentation the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.

4. Documentation the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics and other support as appropriate.

CSD Title I Parental Engagement Policy. The Crossett School District believes that educators and parents working together will ensure the best possible learning opportunity for all students. Therefore, parents are encouraged to participate fully in their child's educational experience.

An informational packet containing information on the school's parental involvement program; the role of the parent, student, teacher, and school; parent involvement opportunities; and the parent-teacher communication system will be made available for each parent in the school district. Packets shall be appropriate for the student's age and grade. Parents will be encouraged to serve on advisory committees; to serve on an annual review committee to make recommendations for the School Improvement Plan; to attend parenting activities; to volunteer for school functions; to access the services of the Parent Center; and to join in a partnership with the school through a student/parent/teacher compact. Every effort will be made to provide parents with timely information regarding all aspects of their child's educational experience.

Parent and Family Engagement Plans can be found at www.crossettschools.org under the State Required Information link.

M. SCHOOL CLOSINGS

When weather or other circumstances make it necessary to close school, your local radio stations (Q-Lite 99.5 and KAGH 104.9) and television stations (KTVE, El Dorado and KATV, Little Rock) will announce closing as soon as possible. Please do not phone school personnel since this delays efficient dismissal.

N. SCHOOLS WITHIN THE CROSSETT SCHOOL DISTRICT

HUGH WILLIS ADMINISTRATION BUILDING
219 Main Street - Phone # 364-3112

CROSSETT ELEMENTARY SCHOOL (PreK-4)
1100 Camp Road - Phone # 364-6521

CROSSETT MIDDLE SCHOOL (5-8)
100 Ed Johnson Road - Phone # 364-4712

CROSSETT HIGH SCHOOL (9-12)
301 W. 9th Avenue - Phone # 364-2625

TIPS CENTER
601 North Arkansas Street - Phone # 364-5010

* Please contact the building principal if you have any concerns and/or questions.
See Board Policy on Complaints.

O. SIGN-IN/SIGN OUT OF STUDENTS

If a student is tardy, leaves before dismissal, and/or returns to school after leaving, he/she should sign in or out at the office. This procedure is for student protection and to eliminate needless interruptions to the classroom. A student must be signed out in the office by his or her legal guardian. Also, forgotten items (e.g. books, lunch boxes) are to be brought to the office by parents and will be delivered to the student by school personnel.

Students will not be allowed to check out of school with a note or a phone call, except under extenuating circumstances as determined by the Principal or designee. When student athletes travel to an event and a parent/guardian wants the student athlete to return home with that parent/guardian, then there must be a written note from the parent/guardian and given to both the front office and the coach prior to the event.

P. VISION, MISSION, AND CORE BELIEFS

District Vision Statement
The vision of the Crossett School District is to prepare students to succeed in a global society.

District Mission Statement
The mission of the Crossett School District is to provide a safe, caring and mutually respectful environment where each individual values education, is motivated, is accountable, and is focused on a "Tradition of Excellence."

District Core Beliefs
- Students deserve quality instruction that is engaging, challenging, and satisfying.
- Students deserve teachers, administrators, and school personnel who are caring, competent, and knowledgeable.
- All schools will provide a safe, caring, and orderly environment that is conducive to learning.
- The success of our district will be measured by the ability of our students to excel in a global community.
- Education is the foundation upon which we build the future.
- Education is a privilege and responsibility shared by educators, students, parents, and community members.
- Effective communication is essential to engage all stakeholders (educators, students, parents, and community members) in an effort to support the teaching/learning process.
- Education is a lifelong process of acquiring and applying knowledge.
- Our district should be a community of learning that supports cooperative and interactive environments.

Q. VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office and receive authorization from the building principal or the principal's designee before the individual may enter the school proper. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

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

Visitors, including parents wishing to speak with students during the school day shall register first with the office.

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

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to

leave school property when requested to do so.

Cross References: For non-adult visitors see Policy 4/16 - STUDENT VISITORS
For Level 3 and Level 4 sex offenders se Policy 6.10 - SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

Legal References: A.C.A. § 6-21-606 A.C.A. § 6-21-607

SECTION 2 - STUDENTS - ACADEMIC AND GENERAL

3.30—PARENT-TEACHER COMMUNICATION

The district recognizes the importance of communication between teachers and parents/legal guardians. To help promote positive communication, parent/teacher conferences shall be held once each semester. Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher.

Teachers are required to communicate during the school year with the parent(s), legal guardians(s), or caregiving adult or adults in a student's home to discuss the student's academic progress unless the student has been placed in the custody of the Department of Human Services and the school has received a court order prohibiting parent or legal guardian participation in parent/teacher conferences. More frequent communication is required with the parent(s) or legal guardian(s) of students who are performing below grade level.

All parent/teacher conferences shall be scheduled at a time and place to best accommodate those participating in the conference. Each teacher shall document the participation or non-participation of parent(s)/legal guardians(s) for each scheduled conference.

If a student is to be retained at any grade level or denied course credit, notice of, and the reasons for retention shall be communicated promptly in a personal conference.

Legal References: State Board of Education Standards of Accreditation 12.04.1, 12.04.2, and 12.04.3
A.C.A. § 6-15-1701(b)(3)(C)

4.1 - RESIDENCE REQUIREMENTS

Definitions:

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

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

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

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

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

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

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

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

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

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

Cross References: Policy 4.40 - Homeless Students
Policy 4.52 - Students Who Are Foster Children

Legal References: A.C.A. § 6-4-302 A.C.A. § 6-18-202 A.C.A. § 6-18-107
A.C.A. § 6-18-203 A.C.A. § 9-28-113

4.2 - ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must:
A. Be a resident of the District as defined in District policy (4.1 - RESIDENCE REQUIREMENTS);
B. Meet the criteria outlined in Policy:
   - 4.40-HOMELESS STUDENTS; or
   - 4.52-STUDENTS WHO ARE FOSTER CHILDREN;
C. Be accepted as a transfer student under the provisions of policy 4.4; or
D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

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

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

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

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

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

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the District will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary Education.

2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
   a. A birth certificate;
   b. A statement by the local registrar or a county recorder certifying the child's date of birth;
   c. An attested baptismal certificate;
   d. A passport;
   e. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
   f. United States military identification; or
   g. Previous school records.

3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

4. In accordance with Policy 4.57 - IMMUNIZATIONS; the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

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

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

chapters 1209, and 1211 or 42 U.S.C. § 204.

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

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

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

"Eligible child" means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Veterans of the uniformed services who are injured in the line of duty and medically separated are retired;
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

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

"Transition" means the:

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

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

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

The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child's parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District's military education coordinator shall possess specialized knowledge regarding the educational needs and unique challenges faced by children of uniformed services families.

An eligible child as defined in this policy shall:

1. Be allowed to continue the student's enrollment at the grade level commensurate with the student's grade level the student was in at the time of transition from the student's previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in the student's previous school;
3. Enter the District's school on the validated level from the student's previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in the student's previous school to extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. Be provided services comparable to those the student with disabilities received in the student's previous school based on the student's previous Individualized Education Program (IEP). This does

not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;

6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if the student has been placed under the legal guardianship of a non-custodial parent living outside the district by a custodial parent on active military duty.

Following the receipt of advanced notice and an enrollment application of an eligible student from a military family, the District shall:

- Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student's family or the sending district;
- Provide the uniformed services family with information regarding:
  a. Career-ready pathways and other academic or education programs offered;
  b. Required academic courses for each curriculum and elective course options;
  c. School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
  d. Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
  e. Other relevant information regarding the District.

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

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

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

The District shall notify a prospective student's family in writing regarding whether the student's enrollment has been accepted or rejected within fifteen (15) calendar days of receiving the student's enrollment application and supporting documentation.

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

The District may request a waiver from the State Board as necessary to accommodate an eligible student.

International Exchange Students

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

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

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

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

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

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

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

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

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

Cross References:
4.1 - Residence Requirements
4.4 - Student Transfers
4.5 - School Choice
4.6 - Home Schooling
4.34 - Communicable Diseases and Parasites
4.40 - Homeless Students
4.52 - Students Who Are Foster Children
4.57 - Immunizations

Legal References
A.C.A. § 6-4-302
A.C.A. § 6-15-504
A.C.A. § 6-18-201 (c)
A.C.A. § 6-18-207
A.C.A. § 6-18-208
A.C.A. § 6-18-235
A.C.A. § 6-18-510
A.C.A. § 6-18-702
A.C.A. § 6-28-101 et seq.
A.C.A. § 6-28-113
DESE Rules Governing Student Discipline and School Safety
Plyler v Doe 457 US 202,221 (1982)

4.3 - COMPULSORY ATTENDANCE REQUIREMENTS

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

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6 Home-schooling) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have the child attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma, G.E.D., or its equivalent as determined by the State Board of Education.

5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201(b).

Legal References: A.C.A. § 6-18-201 A.C.A. § 6-18-207

4.37 - EMERGENCY DRILLS

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

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement. 3,4 Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods.

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

Legal References: A.C.A. § 6-10-110 A.C.A. § 6-10-121
A.C.A. § 6-15-1302 A.C.A. § 6-15-1303
A.C.A. § 6-15-1304 A.C.A. § 6-18-713
A.C.A. § 12-13-109
Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

4.4 - STUDENT TRANSFERS

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

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

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

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

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

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

to the State Board of Education.

Any student transferring to a District school shall be evaluated by District staff, including a review of a student's transcript, grades, course credits, and test scores, to determine the student's appropriate grade placement. 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. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

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

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

Cross Reference: 4.6 HOME SCHOOLING

Legal References: A.C.A. § 6-15-504
A.C.A. § 6-18-316
A.C.A. § 9-28-205
A.C.A. § 6-18-510
A.C.A. § 9-28-113(b)(4)
DESE Rules Governing Petitions For Student Transfers

4.4A - STUDENT WITHDRAWAL FROM SCHOOL

In compliance with Act 230 of 1997, the school shall keep records of all withdrawals in order that the State Department of Education be furnished pertinent information required by that legislative act; therefore, students withdrawing from school must obtain a check-out form from the principal's office. All school materials, textbooks, library books, etc., must be returned. A copy of the official withdrawal form will be given to the student when he/she leaves if all records are clear. **In order to avoid delays, please notify the office the day prior to withdrawal.**

Students will not be dropped from the school roster until the office receives an official request from the enrolling school. Absences will continue to count until such a request is received. After 10 consecutive days of absences, the Crossett School District social worker will be notified.

4.5 - SCHOOL CHOICE

Standard School Choice

Exemption

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

Definitions

"Lack of capacity" means, based on the maximum student to teacher ratio allowed under federal law; state

law; the Rules Governing the Standards for Accreditation for Arkansas Public Schools and School Districts; state rules; or other applicable federal regulations, that ninety-five percent (95%) or more of the seats at the grade level in which the student would be assigned at the nonresident school are filled on the date the school choice application is made.

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

Standard School Choice

Transfers into or Within the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District or school has a lack of capacity.

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

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to:

- This District and the student's resident district for students transferring into the District;

  or

- Only this District for students transferring to another school within the District.

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

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By no later than the fifteenth (15^{th}) calendar day following the receipt of an application, the Superintendent shall notify the following, in writing, of the decision to accept or reject the application:

- For transfers withing the District, the student's parent; or
- For transfers into the District, the student's parent and the student's resident district.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing. A student's acceptance shall be effective on the earlier of:

1. The day the District provides notification to the student of the student's acceptance; or

2. The day the State Board grants an appeal of the student's application.

The written notice of acceptance shall inform the student that the student has ten (10) school days from when the notice is received to either:

A. Enroll in the district or in the other District school; or

B. Inform the district that the student intends to enroll in the district or the other District school at the start of the next school year.

The acceptance shall be null and void if the student fails to enroll within the ten (10) school day period or fails to inform the district within the ten (10) school day period of the student's intent to transfer at the start of the next school year.

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

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

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

Rejected Applications

The District may reject an application for a transfer into or within the District under Standard School Choice due to a lack of capacity. The District shall use the date and time stamp the District placed on a student's application to determine when the District has reached capacity. A student's application shall be used to determine capacity regardless of whether the student intends to transfer immediately or at the start of the next school year.

The decision to accept or reject an application may not be based on the student's previous academic achievement; athletic or other extracurricular ability; English proficiency level; or previous disciplinary proceedings other than a current expulsion.

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. A provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District or another district school if:

- A provisionally approved applicant subsequently does not enroll in the District;
- A provisionally approved applicant subsequently does not enroll in the District school the District student was seeking to transfer to; or
- A District student submits a school choice application to transfer to another district or another school within the District.

The superintendent shall notify the previously provisionally rejected student within fifteen (15) days of the change in status and shall provide notice of all final rejections by July 1.

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

Transfers Out of the District

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

Annual Reporting

The District shall report annually to the Secretary of the Department of Education:

- The number of transfer applications received;
- The number of applications accepted;
- The number of applications rejected; and
- The reason(s) for each rejection.

Facilities Distress School Choice Applications

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

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

Opportunity School Choice

Transfers into or Within the District

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

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

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

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

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

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

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

Transfers out of, or within, the District

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

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

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

Uniformed Service Member Dependent School Choice

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

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

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

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice

if the student is a dependent of a:

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

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

a. A copy of the identification card of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis that qualifies the student under Uniformed Service Member Dependent School Choice; and

b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

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

The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student shall be notified in writing whether the student's application has been accepted or rejected within fifteen (15) days of the receipt of the application by:

a. The District superintendent for students transferring within the District; or

b. The superintendent of the nonresident district for student's transferring to a nonresident district.

A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the written notification of an acceptance.

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

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

Unsafe School Choice Program

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

Legal References:

A.C.A. § 6-1-106	A.C.A. § 6-13-113
A.C.A. § 6-15-2915	A.C.A. § 6-18-202
A.C.A. § 6-18-213	A.C.A. § 6-18-227
A.C.A. § 6-18-233	A.C.A. § 6-18-320
A.C.A. § 6-18-510	A.C.A. § 6-18-1901 et seq.
A.C.A. § 6-21-812	

DESE Rules Governing The Public School Choice Act of 2015

4.6 ENROLLMENT IN HOME SCHOOL

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

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

excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to home school shall be delivered to the Superintendent through any of the following methods:
- Electronically, including without limitation by email;
- By mail; or
- In person.

The notice shall include:
a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
b. The mailing address and telephone number of the home school;
c. The name of the parent or legal guardian providing the home school;
d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
f. A statement if the home-school student plans to seek a driver's license during the current school year;
g. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
h. A signature of the parent or legal guardian, which must be notarized if the home-schooled student plans to seek a driver's license during the school year.

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

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:
o The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
o The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
o The semester has ended.

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

Enrollment or Re-Enrollment in Public School
A home-schooled student who wishes to enroll or re-enroll in a District school shall submit:
- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
  - Curricula used in the home school;
  - Tests taken and lessons completed by the home-schooled student; and
  - Other indicators of the home-schooled student's academic progress.

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

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

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

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

a. Award of course credits earned in the home school;
b. Placement in the proper grade level and promotion to the next grade level;
c. Participation in any academic or extracurricular activity;
d. Membership in school-sponsored clubs, associations, or organizations;
e. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
f. Scholarships.

Legal References: A.C.A. § 6-15-503
A.C.A. § 6-15-504
A.C.A. § 6-41-103

4.7 - ABSENCES

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

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

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

Excused Absences

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

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (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.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training

between grades eleven (11) and (12).

11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Absences due to conditions related to pregnancy or parenting, including without limitation:
    - Labor, delivery, and recovery;
    - Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
    - The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
    - A legal appointment related to pregnancy or parenting, including without limitation:
        - Adoption;
        - Custody; and
        - Visitation;
    - A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
    - At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.
13. Absences for a student who is the child of a fallen service member or fallen first responder:
    - Due to a mental health concern; or
    - To attend an event from a sponsoring organization that provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency.
14. Upon the written consent of a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student, the District shall grant an excused absence for the following purposes:
    - Social or public policy advocacy; or
    - Attempts to influence legislation or other governmental policy-making at the local, state, or federal level.

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

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

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

a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the reason for the student's absence;
b. If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee;
c. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or
d.. The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:
    - Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
    - May be verified as an organization that provides support to the military and first responder community by reviewing the Resources Page for Military Family Engagement on the Department of Education website.

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

A student shall not be eligible to receive an excused absence for #13 above if:

- The student is not in good academic standing;
- The student does not have a prior record of good attendance; or

- The absence occurs during a date on which standardized testing is administered.

The District shall annually provide a report by June 30 to the Division of Elementary and Secondary Education that contains the following:

- The number of absences requested under number 14;
- The number of absences granted under number 14; and
- The stated purposes of the absence.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented in the timeline or uploaded within the timeline required by this policy, shall be considered as unexcused absences. Students with three (3) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal, after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has one (1) unexcused absence,the student's parents, legal guardians, persons with lawful control of the student, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds twelve (12) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

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

Students who attend in-school suspension shall not be counted absent for those days. Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

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

Cross References: 4.8 - MAKEUP WORK
4.57 - IMMUNIZATIONS
5.11 - DIGITAL LEARNING COURSES
5.9 - WELLNESS POLICY

Legal References:

A.C.A. § 6-4-302	A.C.A. § 6-18-209	A.C.A. § 6-18-213
A.C.A. § 6-18-220	A.C.A. § 6-18-222	A.C.A. § 6-18-229
A.C.A. § 6-18-231	A.C.A. § 6-28-234	A.C.A. § 6-28-236
A.C.A. § 6-18-237	A.C.A. § 6-18-239	A.C.A. § 6-18-507(g)
A.C.A. § 6-18-702	A.C.A. § 6-28-114	A.C.A. § 7-4-116
A.C.A. § 9-28-113(f)	A.C.A. § 27-16-701	

Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

4.8 - MAKE-UP WORK

Students who miss school due to an **excused** absence will make up the work they missed during their absence under the following rules. An absence is not In-School Suspension or missing school for an extracurricular activity. ISS and extracurricular activities are considered school days and work is to be turned in accordingly.

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

Work may not be made up for credit for unexcused absences unless the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

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

MAKE-UP WORK DURING SUSPENSIONS

Grades K-4
Students must complete all missed assignments during the period of suspension in grades K-4. Teachers will place missed work in a folder in the office. It is the parent's responsibility to pick up the missed work and return completed work to the school. Parents will be contacted and given the time and date in which to bring the student to school during the suspension period to take a test or tests. The school personnel have the option to have the test or tests administered when the student returns to school after suspension.

Grades 5-8
Students must complete all missed assignments during the period of suspension in grades 5 through 8. Teachers will place missed work in a folder in the office. It is the parent's responsibility to pick up the missed work and return completed work to the school. Arrangements for test make-up will be made by each teacher. Make-up tests will be done outside regular scheduled class-time which may include before/after school or lunch upon returning to school.

Grades 9-12
Students must complete all assignments that occur during the suspension. Students are responsible for work assigned prior to the suspension to be turned in on the first day back. Teachers will place work in the office. It is the parent's responsibility to pick up and return work to school. To make up a test that occured during supension, the student must make an appointment with the teacher of that class.

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.

Cross References: 4.7—ABSENCES
4.30—SUSPENSION FROM SCHOOL
4.31—EXPULSION
4.57—IMMUNIZATIONS

Legal References: A.C.A. § 6-18-234
A.C.A. § 6-18-502
DESE Rules Governing Student Discipline and School Safety

4.9 - TARDIES

Students should make a concerted effort to arrive at school before the tardy bell rings in the morning and remain until the dismissal bell at the end of the day. Students also have the responsibility to be in each classroom before the tardy bell rings at class exchange. An excessive number of unexcused tardies may result in discipline consequences at the discretion of the building administrator.

A student is considered tardy when he/she misses less than 20% of a class period. A student is considered absent when he/she misses 20% or more of a class period.

Attendance Policy: Tardies (High School ONLY)

- Once a student reaches a 2nd tardy in one week, the student will serve lunch detention for each tardy that week.
- Once a student reaches the 4th tardy in one week, the student will be considered truant and additional discipline will be given.
- Students who are excessively tardy will have a FINS filed. Excessive tardiness includes two weeks of consistent tardiness.

CROSSETT SCHOOL DISTRICT

Students should make a concerted effort to arrive at school before the tardy bell rings in the morning and remain until the dismissal bell at the end of the day. A student is tardy when he/she arrives 5 minutes after the first bell. A student will not be counted tardy if he/she goes home sick. If a student is checked out before the dismissal bell, the student must show proof of a dentist or doctor appointment within three (3) days or early check-out will be counted as a tardy. Students leaving campus for lunch should leave and return during the lunch period to avoid a tardy. Arriving late to school in the morning or early departure in the afternoon is considered a tardy.

4.10 - CLOSED CAMPUS

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

The campus is off limits except for a reasonable length of time after the end of a school sanctioned or sponsored activity.

Students shall remain on campus from the time they arrive in the morning until the completion of the school day. Whether a student is brought to school by someone, walks, rides a bus, or drives his/her own vehicle, the school day starts for that student as soon as he/she arrives on campus. Upon the student's arrival, he/she is to go to an approved area to wait for the first bell. Sitting in a vehicle or standing around on the parking lot shall not be permitted, nor shall any student be permitted to return to his/her vehicle during the school day without a school official's escort. Regardless of age or marital status, no student, having once arrived on the campus, shall leave the school premises at any time during the school day without being *signed out and picked up from the Front Office by his/her parent, guardian or other designated adult (21 or older) as noted on the student's information page in ESchool.*

If a student is signed out by a parent/guardian to go to the doctor, dentist, or the orthodontist, upon his/ her return to school, the student shall report to the Front Office with a note from the doctor, dentist, or the ortho-

dontist verifying his/her visit.

All visitors must report to the office immediately after arriving on campus. Parents, friends, former students, or other visitors are not to approach students on campus, stop in their cars on the campus to visit, or bring items to students on campus. All correspondence between visitors and students must be done through the principal's office.

Deliveries of lunch during the school day are prohibited. Students may bring a lunch prepared outside of the cafeteria at the beginning of the school day. Parents will be allowed to check their student out and take them to lunch, but students will not be allowed to drive their own cars for lunch with parents. No food or drinks will be allowed outside of the cafeteria.

Any student who leaves the campus at any time without going through proper procedures shall be truant. Truancy Policy will be applied.

4.11 - EQUAL EDUCATIONAL OPPORTUNITY

No student in the Crossett 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 color, religion, national origin, sex, age, or disability. **The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.**

Inquiries on non-discrimination may be directed to the Equity Coordinator who may be reached at 219 Main Street, Crossett, Arkansas, 870-364-3112; alicia.mann@crossettschools.org.

Any person may report sex discrimination, including sex-based 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 sex-based 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.

Legal References:	A.C.A. § 6-1-114	A.C.A. § 6-10-132
	A.C.A. § 6-16-2001 et seq.	A.C.A. § 6-18-514
	A.C.A. § 14-1-403	28 C.F.R. § 35.106
	34 C.F.R. § 100.6	34 C.F.R. § 104.8
	34 C.F.R. § 106.8	34 C.F.R. § 106.9
	34 C.F.R. § 108.9	34 C.F.R. § 110.25

4.12 - STUDENT ORGANIZATIONS/EQUAL ACCESS

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

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

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

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race,

religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program.

Legal References: A.C.A. § 6-5-201 et seq. A.C.A. § 6-21-201 et seq.
20 U.S.C. 4071 Equal Access Act A.C.A. § 6-10-130
A.C.A. § 6-18-601 et seq.
Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990)

4.13 - PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

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

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

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

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

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

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

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

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

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

For purposes of this policy, the Crossett School District does not distinguish between a custodial and noncus-

todial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

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

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

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, directory information about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

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

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

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

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

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

and provided to parents upon request.

Cross References: Policy 4.34—Communicable Diseases and Parasites
Policy 5.20—District Web Site
Policy 5.20.1—Web Site Privacy Policy
Policy 5.20F1—Permission to Display Photo of Student on Web Site

Legal References: A.C.A. § 6-18-2601 et seq. A.C.A. § 9-28-113(b)(6)
20 U.S.C. § 1232g 20 U.S.C. § 7908
34 CFR §§ 99.3, 99.7, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

4.14 - STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

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

Definitions

"School-sponsored media" means all student media that are:
- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

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

"Student media" means any means of communication that are:
- o Prepared, substantially written, published, or broadcasted by a student;
- o Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- o Prepared under the direction of a student media advisor.

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

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

Student Media
While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District's administration whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit writings which are, determined by the appropriate teacher, and/or administrator, to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that:
   a. Are obscene as to minors;
   b. Are libelous or slanderous, including material containing defamatory falsehoods

about public figures or governmental officials, and made with knowledge of their falsity or reckless disregard of the truth;
c. Constitute an unwarranted invasion of privacy as defined by state law,
d. Suggest or urge the commission of unlawful acts on the school premises;
e. Suggest or urge the violation of lawful school regulations;
f. Attacks ethnic, religious, or racial groups; or
g. Harass, threaten, or intimidate a student.

Student Media on School Web Pages
Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:
1. Not contain any non-educational advertisements.
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of eighteen (18);
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Non-School Literature, Publications and Materials

A student or group of students who distribute ten (10) or fewer copies of the same non-school sponsored literature, publications, or materials, shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school sponsored materials shall have school authorities review their non-school sponsored materials at least three (3) school days in advance of their desired time of dissemination.

School authorities shall review non-school sponsored materials, prior to their distribution and will bar from distribution those non-school sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

The regulations shall:
1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.

Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 5 days.

Legal References: A.C.A. § 6-18-1202, 1203, & 1204
Tinker v. Des Moines ISD, 393 U.S. 503 (1969)
Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

4.15 - CONTACT WITH STUDENTS WHILE AT SCHOOL
All visitors must first go to the school's Main Office. Visitors are welcome, and every effort will be made to satisfy their needs. However, it is essential that visitations do not interrupt the educational process at Crossett Schools. Therefore, visitors are not permitted to enter the classrooms of schools while classes are in session unless permission is granted by the principal.

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting **unsupervised** visitation may, to extend authorized by the court order, eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply.The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance.

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

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

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

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

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

Contact by Professional Licensure Standards Board Investigators

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

Legal References:	A.C.A. § 6-18-513	A.C.A. § 9-13-104
	A.C.A. § 12-18-609, 610, 613	A.C.A. § 12-18-1001, 1005

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

4.40 - HOMELESS STUDENTS
The Crossett School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison (LEA) for homeless children and youth whose responsibilities shall include, but are not limited to: coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.

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

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

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

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

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

1.Continue the child's or youth's education in the school of origin for the duration of homelessness:
- In any case in which a family becomes homeless between academic years or during an academic year; and
- For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

2.Enroll the child or youth in any public school that non homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

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

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

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

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

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

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

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

A. Are:
- Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
- Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
- Living in emergency or transitional shelters; or
- Abandoned in hospitals;

B. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

C. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

D. Are migratory children who are living in circumstances described in clauses (a) through (c).

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.3

Legal References:

42 U.S.C. § 11431 et seq.**
42 U.S.C. § 11431 (2)
42 U.S.C. § 11432(g)(1)(H)(I)
42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II)
42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii)
42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(G)
42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E)
42 U.S.C. § 11434a
Commissioner's Memo COM-18-044
A.C.A. § 6-18-115
A.C.A. § 9-25-106

4.45 - GRADUATION REQUIREMENTS

Graduation requirements 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. 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. All students are 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 as part of the creation of the student's Student Success Plan.

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

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding; 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.2

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

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

Community Service

Except as otherwise provided by this policy or the student's IEP, 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 or the student's parent. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into

the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

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

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

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

English: four (4) units

- English 1
- English 2
- English 3
- English 4

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra I 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 accelerated learning courses may be substituted where applicable)
- An applicable 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 my each be counted as two units of the four (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.
Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units
All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district

and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

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

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

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
DESE Rules Governing Distance and Digital Learning
Commissioner's Memo COM-24-021
Commissioner's Memo LS-18-082

A.C.A. § 6-4-302	A.C.A. § 6-15-2906
A.C.A. § 6-15-2911	A.C.A. § 6-16-122
A.C.A. § 6-16-143	A.C.A. § 6-16-149
A.C.A. § 6-16-150	A.C.A. § 6-16-152
A.C.A. § 6-16-1901 et seq.	A.C.A. § 6-28-115

4.52 - STUDENTS WHO ARE FOSTER CHILDREN

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

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

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

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

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

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

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

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of

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

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

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

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

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

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

- Graduates from high school; or
- Transfers to another school or school district under:
  - o The Foster Child School Choice Act;
  - o Opportunity Public School Choice Act of 2004;
  - o The Public School Choice Act of 2015; or
  - o Any other law that allows a transfer.

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

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

Cross References:	4.1—RESIDENCE REQUIREMENTS
	4.2—ENTRANCE REQUIREMENTS
	4.5—SCHOOL CHOICE
	4.7—ABSENCES
Legal References:	A.C.A. § 6-18-233
	A.C.A. § 9-28-113

4.53 - PLACEMENT OF MULTIPLE BIRTH SIBLINGS

The parent, guardian or other person having charge or custody of multiple birth siblings in grades pre-K through 6 may request that the multiple birth siblings are placed in either the same or separate classrooms. The request shall be in writing not later than the 14th calendar day prior to the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add an additional class to the sibling's grade level. If one parent of multiple birth siblings requests a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

The school may change the classroom placement of one or more of the multiple birth siblings if:

- There have been a minimum of 30 instructional days since the start of the school year; and

- After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
  - Detrimental to the educational achievement of one or more of the siblings;
  - Disruptive to the siblings' assigned classroom learning environment; or
  - Disruptive to the school's educational or disciplinary environment.

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

Legal Reference: A.C.A. § 6-18-106

4.54 - STUDENT ACCELERATION AND GRADE FORGIVENESS POLICY

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

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel.

Elementary School Students

The process of determining the appropriateness of a request for an elementary student to receive accelaration shall be under the direction of the district/school Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.

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

The District's Gifted and Talented (GT) Program Coordinator will create a written format to govern the referral and determination process **for the elementary school student**, which shall be made available to any parent or staff member upon request.

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

Course Selection Students

District students who attend a District school that authorizes the student to select individual courses shall have acceleration options provided to them by the counselor during the cours selection process. The course selection process shall be part of the Student Success Plan created and modified in accordance with Policy 4.55 - STUDENT PROMOTION AND RETENTION.

Cross Reference 4.55 Student Promotion and Retention
Legal Reference DESE Gifted and Talented Rules

ACADEMIC ACCELERATION: GRADE FORGIVENESS POLICY

Crossett School District supports academic acceleration for students who demonstrate ability to meet academic requirements of advanced coursework. To align District policy with students' Student Success Plans (SSP),

chosen pathway, and college/career goals, a student at Crossett Middle School may enroll in a high school course such as Algebra I while in Grade 8. CMS students who meet eligibility requirements for enrollment in a high school course will receive 1 credit toward high school graduation requirements for courses completed with a passing grade. Applicable end-of-course tests must be completed during state testing. For example, a student in Grade 8 who completes Algebra I must take the Algebra End-of-Course ATLAS exam in the spring. Any CMS student who enrolls in high school courses should consider that grades earned in the high school class will count toward the high school grade point average; therefore, a score of D or F in the high school course will adversely affect the student's' final GPA. To offset this possibility the District has created the following Grade Forgiveness Policy to encourage eligible students to take accelerated courses:

- Any CMS student who completes a high school course with a grade of C, D, or F will be allowed to retake the same course when entering high school. The original grade will be flagged in eSchool to be replaced with the new grade when the student completes the course again.

- A CMS student who is failing a high school course at the end of the first 9 weeks will be given the opportunity to drop the course and join the on-grade-level class. For example, an 8th grade student who is failing Algebra I at the end of the first 9 week period may drop the course and go to Grade 8 Math. The student would then enroll in the high school course in 9th grade.

- Any CMS student who completes the high school course, regardless of final grade, must take the applicable End-of-Course state exam.

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 standing in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian 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 standing 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:

Kindergarten through Grade 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 (I), grade two (2), or grade three (3) for one (l) 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.

In grades K-6, retention of students will be based on his or her ability to exhibit proficiency in the core areas of reading/literacy and math. Both literacy and math may be assessed in the areas of science and social studies through cross curricular integration. In grades 7 and 8, students failing three classes for the year, two of which are core classes, will be considered for retention. The following criteria shall be considered in the promotion or retention of students:

- Physical maturity and age as compared to others in the grade;
- Social and emotional maturity as compared to others in the grade;
- Tests, both formal and informal;
- Standardized tests;
- Teacher observation and recommendation;
- For students in K-8, the yearly average in core subjects and the reading level will be considered.

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

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

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

1. The student's specific, diagnosed reading skill needs, including without limitation:
    - Phonemic awareness;
    - Phonics decoding;
    - Text reading fluency;
    - Vocabulary-building strategies; and
    - Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
2. The goals and benchmarks for the student's growth;
3. How the student's progress will be monitored and evaluated;
4. The type of additional instructional services and interventions the student may receive;
5. The intensive, evidence-based literacy intervention program aligned to the science of

reading the student's teacher will use to address the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension;

6. The strategies the student's parents, legal guardians, or persons standing in loco parentis to the student are encouraged to use in assisting the student to achieve the student's reading goal; and
7. Any additional services the student's teacher determines are available and appropriate to accelerate the student's reading skill development.

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

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

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

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:
        - With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
        - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
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:
        - With a highly-effective rating in the Teacher Excellence and Support System, when possible; or

- Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and

3. Provision of each student with extended time on math instruction during or after school.

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

By the end of grade eight (8), the student's SSP shall:
- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

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

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

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

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components.

Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a State assessment or attempt to boycott a 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 wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Cross References: 3.30 - PARENT-TEACHER COMMUNICATION
4.56 - EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS
4.56.1 - EXTRACURRICULAR ACTIVITIES - ELEMENTARY
5.13 - STUDENT INTERVENTION SERVICES AND SUMMER SCHOOL

Legal References: A.C.A. § 6-15-2001 A.C.A. § 6-15-2005
A.C.A. § 6-15-2006 A.C.A. § 6-15-2907
A.C.A. § 6-15-2911 A.C.A. § 9-28-205
A.C.A. § 6-17-429 A.C.A. § 6-17-431
ADE Rules Governing the Arkansas Educational Support and Accountability Act
Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

4.59–ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

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

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

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

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

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

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

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

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

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

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

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

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

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

The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

Cross References:	4.6—HOMESCHOOLING 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS 4.57-- IMMUNIZATIONS
Legal References:	A.C.A. § 6-15-509 A.C.A. § 6-18-232 A.C.A. § 6-18-702 A.C.A. § 6-47-401 et seq. ADE Rules Governing Distance and Digital Learning ADE Rules Governing Kindergarten Through 12th Grade Immunization Requirements in Arkansas Public Schools

4.63—STUDENT RELIGIOUS EXPRESSION

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

Student Assignments
Student assignments include, but are not limited to:

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

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

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

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least 25 school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.

Upon receiving such a request, the student's teacher shall determine within five (5) work days if an accomodation is possible under the provisions of this policy. If the teacher decides an accomodation cannot be made or if the student or student's parent believes the accomodation to be unreasonable, the student or the student's parent may request a conference with the teacher and the teacher's principal. A requested conference will occur at a time of mutual convenience but no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student's parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

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

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

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

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

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

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

Information on how to participate in a student forum shall be provided to all students through the daily school announcments.

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

Legal References: A.C.A. § 6-10-139 A.C.A. § 6-18-101
A.C.A. § 6-18-1201 et seq.

5.14 – HOMEWORK

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Parents shall be notified of this policy at the beginning of each school year.

Legal Reference: State Board of Education Rules & Regulations: Accreditation Standards 10.07

CROSSETT SCHOOL DISTRICT POLICY

The Crossett School District considers homework to be a part of the instructional program and a logical and reasonable extension of the school day; therefore, the district encourages the appropriate and reasonable use of homework as a teaching-learning strategy. Homework, when assigned, should supplement, complement, and reinforce specific learning activities. It should be utilized as an extension of the learning process, not a substitute for the process. Care should be exercised that the necessary foundations are in place before such extensions are assigned. Consideration should be given to the time demands of homework and teachers are encouraged to plan and coordinate assignments. Long-term assignments (reports, research, etc.) should be accompanied by timely monitoring and relevant feedback. Homework will vary within content areas, and consideration should be given as to need for such work, ability of student, maturity of student, and availability of resource materials. When assigned, it should be based on one or more of the following criteria:

(A) To promote reading and skills development.
(B) To reinforce what was taught in the instructional setting.
(C) To promote retention, through practice, that which was taught in the instructional setting.
(D) To research assigned topics.
(E) To conduct independent investigations.
(F) To promote references and study skills.
(G) To complete assignments begun in the instructional setting.

Homework should be used in a positive, constructive, and non-punitive manner.

We further recognize that homework should be assigned on a regular basis in all academic areas. Because homework is essential for the student to master the skills necessary in each discipline and a certain amount of independent work is necessary at each level, the following guidelines are to be followed regarding homework.

1. Homework assignment completion times will vary by the subject and ability level of the student. Advanced Placement classes (CHS) are considered college classes and homework will reflect the rigor associated with a college level class and may require more time for studying.
2. Homework should be a gradual and progressive experience for all students.
3. Homework should never be assigned as punishment.
4. Homework should not be assigned on material not previously taught with the exception of reading ahead for the betterment of the next day's lesson.
5. Student work should always provide feedback on students' learning.
6. Homework will not be assigned over school breaks (Thanksgiving, Christmas, and Spring Break), but projects, term papers, etc. that have been previously assigned may extend through a break. Example: If a student has been assigned a term paper and given a month to complete and a break comes within that month, the student will be held accountable for completing assignment even if they have to do some of the work over the course of a break.

5.15 - GRADING

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis 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 reason 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 students' performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

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

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

A=4 points
B=3 points
C=2 points
D=1 point
F=0 points

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

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be (0.25 x 83) + (0.75 x 75) = 77%.

GRADING INFORMATION FOR CROSSETT HIGH SCHOOL (ONLY)
Student grades will be averaged each semester, and the final letter grade of that semester will be recorded on the student's permanent record card. Semester average grading provides a better understanding of a student's overall knowledge. The longer time frame allows for more comprehensive assessment, cumulative learning, and opportunities for improvement. In accordance with Act 576 of 1993 (the uniform grading scale enacted by the General Assembly of the State of Arkansas), the following percentage grading scale will be used by all teachers at Crossett High School:

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

If a student is absent and the sequence of make-up days extends past the end of a semester, the student will receive zeros for all missing assignments, and the student's current average will be posted to the report card and/or transcript. Once all make-up work is completed in a timely manner, the student's grade will be updated on the report card and/or transcript.

Semester Exams will be given at the end of each semester. These exams will be averaged into the semester grade and will be weighted as 15% of the overall semester grade.

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks may also be given. In other words, grades reflect only the achievement of academic objectives.

Grades earned in credit-bearing courses, grades 9-12, will be included in calculating a student's final high school grade point average. The GPA will be used to determine class rank in their senior year.

In accordance with the Uniform Grading Scale of the State of Arkansas (Act 1070 of 1991), quality points toward an eventual grade point average are awarded for semester grades earned in all credit-bearing courses

in grades 9-12 according to the following scale:

A=4 points
B=3 points
C=2 points
D=1-point
F=0 points

Legal References: A.C.A. § 6-15-902, A.C.A § 9-28-113 (f)
Standards For of Accreditation 12.02
Division of Elementary and Secondary Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools

5.17—HONOR ROLL AND HONOR GRADUATES

HONOR ROLL
A student in Kindergarten through Grade 8 who has an A/B average (which may include all B's) for the year in all subject areas will be named to the Academic Honor Roll at the end of the year.
A student in Kindergarten through Grade 8 who has an all A average for the year in all subject areas will be named to the Principal's Honor Roll at the end of the year.

HONOR GRADUATES
To be designated as an honor graduate, a student must be a completer of the core curriculum and meet the criteria as set forth in the chart below. For the purpose of selection of honor graduates, grade point will be computed at the end of the fourth grading period of the senior year. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).
Honor Graduate Guidelines: Graduating seniors have the opportunity to achieve one of 3 levels of honor status: Cum Laude Graduate, Magna Cum Laude Graduate, or Summa Cum Laude Graduate based on the following criteria:

Honor Graduates Class of 2027		
Levels	GPA	#AP/Concurrent Courses
Cum Laude	3.50	3
Magna Cum Laude	3.75	4
Summa Cum Laude	4.00	4

Honor Graduates Class of 2028 & thereafter		
Levels	GPA	#AP/Concurrent Courses
Cum Laude	3.50	4
Magna Cum Laude	3.75	4
Summa Cum Laude	4.00	4

Students graduating in 2028 and thereafter will be considered:

• *Cum Laude Graduates* by successfully completing the core curriculum as well as four (4) AP or Concurrent Courses or a combination of AP and Concurrent Courses. Honors graduates must hold a 3.5 GPA as computed at the end of the fourth grading period of the senior year.
• *Magna Cum Laude Graduates* by successfully completing the core curriculum as well as four (4) AP courses or Concurrent Courses or a combination of AP and Concurrent Courses. High honors graduates must hold a 3.75 GPA as computed at the end of the fourth grading period of the senior year.
• *Summa Cum Laude Graduates* by successfully completing the core curriculum as well as four (4) AP courses or Concurrent Courses of a combination of AP and Concurrent Courses. Highest honors graduates must hold a 4.00 GPA as computed at the end of the fourth grading period of the senior year.

CROSS REFERENCE: Section 13 HONOR GRADUATES

VALEDICTORIAN AND SALUTATORIAN

The honor student with the highest GPA and who has been enrolled in **public school for the entirety of the**

student's high school career and in Crossett High School for the student's entire final year shall serve as the valedictorian of the student's graduating class.

The honor student with the second highest GPA and who has been enrolled in **public school for the entirety of the student's high school career and in Crossett High School for the student's entire final year** shall serve as the salutatorian of the student's graduating class.

**Parents or guardians of a student, or the student if 18 years or older, who choose not to 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.*

5.20 F1 PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEBSITE

I hereby grant permission to the Crossett School District to display the photograph or video clip of me/my student (if student is under the age of eighteen [18]) on the District's web-site, including any page on the site, or in the District publications without further notice. I also grant the Crossett School District the right to edit the photograph or video clip at its discretion.

The student's name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web-site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's web-site.

Permission is indicated by parent initials and signature on the signature pages in the last section.

5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

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

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

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:
A = 5 points
B = 4 points
C = 3 points
D = 2 point
F = 0 points

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

"Honors Courses" are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation. To participate in an honors course, a student must have passed the previous class with a minimum grade of C and have shown readiness based on interim and state exams. If a student enrolled in an honors course fails to maintain a "C" average or to keep up with assignments, the student will be placed into an on grade level class.

For career and technical education courses taken after July 1, 2023, career and technical courses that are eligible for weighted credit are those career and technical education courses that are approved by DCTE to exceed the curriculum standards for a non-weighted class and lead to an approved industry-recognized certification. A student shall receive weighted credit for each approved career and technical education course upon the student:
- o Completing the relevant career and technical pathway; and

- o Earning the high-value industry credential aligned with the career and technical pathway.

Students enrolled in an AP course are required to take and complete the AP exam at the end of the course to be eligible to receive the weighted credit. If a student does not take the exam, they must refund the district the cost of the test and take a comprehensive final at the school in lieu of the AP exam.

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

Legal References: DESE Rules Governing Grading and Course Credit
A.C.A. § 6-15-902
A.C.A. § 6-16-806

5.22 – COLLEGE COURSES

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution of higher education (IHE) approved by the Division of Higher Education (DHE) 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.

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.

Students will retain credits, including any weighted credit, earned as a concurrent credit course or as a dual enrollment course that was applied to a student's transcript from a previously attended, accredited, public school.

Concurrent Credit Courses

A student's participation in the concurrent high school and college credit program must be either:

1. Documented by a written agreement between:
   - The student;
   - The student's parent(s), legal guardian(s), person(s) standing in loco parentis to the student, or person(s) having lawful control of the student 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 IHE the student attends to take the concurrent credit course; or
2. Taken through the Arkansas Course Choice Program.

While students are ultimately responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s), the District shall work with the IHS(s) to establish a process for the District to receive student transcripts. 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, graduation, and awarding of a diploma of merit or a diploma of distinction.

The District shall work with the IHE to ensure that a student receives anv accommodations for a concurrent credit course that are required bv the sludenrs Individual Education Pro2ram (IEP) or 504 Plan.

Dual Enrollment Courses

Dual enrollment courses arc college courses that are:
- Taken at an IHE the District does not have an agreement with:
- Taken at an IHE the District has an agreement with but are beyond the number of courses a student is allowed to take per year under the agreement with the IHE:
- Taken at an IHE the District has an agreement with but is a course offered bv the IHE that is outside of the course list included in the agreement with the IHE: or
- Not taken through the Arkansas Course Choice Program.

Unless approved bv the school's counselor, **prior to enrolling for the course**, dual enrollment courses shall be applied toward the student's graduation requirements as an elective.

Students are responsible for having the transcript for the dual enrollment course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for dual enrollment 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; graduation; or of awarding of a diploma of merit or a diploma of distinction.

A student or a student's parent, legal guardian, person having lawful control of the student, person standing in loco parentis to the student are solely responsible for tuition, fees, or materials for participation in a dual enrollment course.

The student's parent, legal guardian, person standing in loco parentis to the student, or the person having lawful control of the student or the student if the student is eighteen (18) years of age or older are responsible for working with the IHE to ensure that the student receives any necessary accommodations for a dual enrollment course.

Cross Reference: 4.59 - Academic Course Attendance by Private School and Home Schooled Students
Legal References: A.C.A. § 6-15-902(c)(1)
A.C.A. § 6-16-1201 et seq.
A.C.A. § 6-18-232
DESE Rules Governing Grading and Course Credit

5.24 - STUDENT PARTICIPATION IN SURVEYS

No student shall be required to submit to a survey, analysis, or evaluation that is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis that reveals information concerning the following:

1. Political affiliations;
2. Mental and psychological problems potentially embarrassing to the student or the student's family;
3. Sex behavior and attitudes;
4. Illegal, anti-social, self-incriminating, and demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. Religious practices, affiliations, or beliefs of the student or student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis; or
8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

No surveys, analyses, or evalutations shall be administered without the prior approval of the school principal.

The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evalutation containing one or more of the eight (8) categories listed above.

Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight (8) categories listed above shall be available to be inspected by a student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis before the survey is administered or distributed by a school to a student.

Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the survey, analysis, or evaluation shall be available for inspection for a period of ten (10) business days after the notice of intent to administer the survey, analysis, or evaluation is sent. The notice shall include information regarding how the survey, analysis, or evaluation will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey, analysis, or evaluation. Parents, legal guardians, persons having lawful control of a student, or person standing in loco parentis may refuse to allow their student to participate before or after reviewing the survey, analysis, or evaluation. The school shall not penalize or otherwise retaliate against a student whose parents, legal guardians, person having lawful control of the student, or person standing in loco parentis exercised their right to refuse to allow their student to participate in the survey, analysis, or evaluation.

The above requirements of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Except for assessments mandated by State or Federal Law; State rule; or Federal regualtion and standardized scholastic achievement tests, prior written permission from a student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis is required before any survey, analysis

or evaluation is administered to a student if the survey, analysis, or evaluation:-

A. Responses are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Governemnt; and
B. Requests or requires a student to provide any of the eight (8) categories of information listed above; and/or
C. Requests or requires a student to provide any of the following:
   - A student's name;
   - The name of the student's parents, legal guardians, persons having lawful control of the student, person standing in loco parentis, or other member of the student's family
   - The address, telephone number, or email address of a student or a member of a student's family;
   - A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
   - Any information, the disclosure of which is regulated, or prohibited by any other State or Federal law; State rule; or Federal regulation.

The rights provided to parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis under this policy transfer to the student when the student turns eighteen (18) years old.

Legal References: 20 USC § 1232h
A.C.A. § 6-18-1301 et seq.

5.25 - MARKETING OF PERSONAL INFORMATION

The Crossett School District shall not collect, disclose, or use personal information for the purpose of marketing or selling that information or to otherwise provide that information to others for that purpose.

Personal information is defined, for the purposes of this policy only, as individually identifiable information including
1. the first and last name of a student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
2. a home or other physical address (including street name and the name of the city or town);
3. telephone number, and
4. social security identification number.

The District may collect, disclose, or use personal information that is collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:
1. College or other post-secondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school related or education related activities; and
6. Student recognition programs.

6.6 - FUND RAISING

All fund raising activities held in the District or in the name of the District must be a pre-approved in writing by the Superintendent and affected school principal. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising. Fund raising that conflicts excessively with and/or detract from students or teacher instructional time in either the planning or the execution of the activity will not be approved.

Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund raising activity shall:

1. Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
2. Not influence or affect the student's grade.

For the purpose of the policy, "Door-to door sales" means the selling of merchandise outside of the child's home and off the school grounds.

Secondary Schools
Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent.

Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-6)
Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged, but there shall be no more than one such activity per school per school year.

Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fund raising programs.

1. Student participation in fund raising programs in voluntary;
2. Students who do not participate will not forfeit any school privileges;
3. Students may not participate in fund raising programs without written parental permission returned to school authorities;
4. An elementary student who sells fund raising merchandise door to door must be accompanied by a parent or and adult; and
5. Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

Legal References: A.C.A. § 6-18-1102 A.C.A. § 6-18-1104

6.7 COMPLAINTS

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

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

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

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

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as jury in matters regarding

student suspensions initiated by the Superintendent, expulsions, and personnel discipline.
CSD Board Policy 6.7.

II. COMPLAINTS

COMPLAINT RESOLUTION FOR
Title VI (Race) of the Civil Rights Act of 1964
Title IX (Sex) of the Education Amendment of 1972
Section 504 (Handicap) of the Rehabilitation Act of 1973

1. Complaints — Complaints concerning the above may come from the following: students, parents, teachers, other employees, and concerned citizens or organizations.
2. Pre-filing Procedures — Prior to the filing of a written complaint, the student or employee is encouraged to visit with the Equity Coordinator* and reasonable effort should be made to resolve the problem or complaint.
3. Procedures for Handling Complaints

   a. The Equity Coordinator, upon receipt of a complaint, will meet with the principal of the school who has the administrative responsibility for the program. This person will then appoint a committee made up of a parent, at least one teacher, a school administrator, and a student, if applicable. This shall be done within one week of the date on which the complaint was filed.
   b. The above committee shall hold a hearing with the complaining party/parties within seven days of their appointment.
   c. All hearing proceedings will be transcribed or recorded.
   d. During the hearing, the complaining party/parties shall have the opportunity to question witnesses, question parties involved and present evidence.
   e. The committee will make a written report of their findings to the superintendent.
   f. A decision based on the findings of the committee will be made by the superintendent. This decision shall be in written form and will be sent to the complaining party/parties within thirty days from the time the complaint was filed.

4. Appeal

   a. The complaining party/parties shall have the right to appeal the administrator's decision within thirty days after the receipt of the local decision to the Equity Assistance Center, #4 Capitol Mall, Room 402 A, Little Rock, Arkansas 72201-1071, phone number 501-683-4213.
   b. This appeal should be written, signed, and dated.

*Information concerning the Equity Coordinator may be obtained by contacting the central office.

RELEASE OF STUDENT INFORMATION

RELEASE Of STUDENT'S FREE AND REDUCED PRICE MEAL ELIGIBILITY INFORMATION

As part of the district's participation in the National School Lunch Program and the School Breakfast Program, the district collects eligibility data from its students. The data's confidentiality is very important and is governed by federal law. The district has made the determination to release student eligibility status or information as permitted by law. Federal law governs how eligibility data may be released and to whom. The district will take the following steps to ensure its confidentiality:

Some data may be released to government agencies or programs authorized by law to receive such data without parental consent, while other data may only be released after obtaining parental consent. In both instances, allowable information shall only be released on a need to know basis to individuals authorized to receive the data. The recipients shall sign an agreement with the district specifying the names or titles of the persons who may have access to the eligibility information. The agreement shall further specify the specific purpose(s) for which the data will be used and how the recipient(s) shall protect the data from further, unauthorized disclosures.

The superintendent shall designate the staff member(s) responsible for making eligibility determinations. Release of eligibility information to other district staff shall be limited to as few individuals as possible who shall have a specific need to know such information to perform their job responsibilities. Principals, counselors, teachers, and administrators shall not have routine access to eligibility information or status.

Each staff person with access to individual eligibility information shall be notified of their personal liability for its unauthorized disclosure and shall receive appropriate training on the laws governing the restrictions of such information.

PRIVACY ACT OF 1974
The Crossett School District complies with the Family Educational Rights and Privacy Act of 1974 concerning access to student records. The complete policy and procedure will be published in the local newspaper at the beginning of each school year. A copy of this procedure may be obtained in the principal's office of each school.

STUDENT INFORMATION MAY BE SHARED WITH OUTSIDE VENDORS FOR THE PURPOSE OF SECURING GRANTS, SCHOOL FUNDS, AND EDUCATIONAL PROGRAMS. VISION AND HEARING RESULTS ARE ALSO SHARED ACCORDING TO FERPA POLICIES.

STUDENT SECTION 3: STUDENTS - CONDUCT RULES AND DISCIPLINE

STANDARD OF CONDUCT

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and not infringe on the rights of others. School district officials attempt to include prevention, intervention, and conflict resolution whenever dealing with student problems; however, school staffs have the authority and the responsibility to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct students and maintain order. A student who is well informed concerning his/her rights and responsibilities and the standards of behavior expected should not require disciplinary action. However, the Rules of Conduct set forth below are considered major infractions of proper conduct and will subject the student to disciplinary action.

All students enrolled in Crossett School District shall comply with the rules and regulations set forth in this handbook and all other rules and regulations prescribed by law and as adopted by the Crossett School Board. **All students and their parents should be aware that the rules of conduct and the policies and procedures set forth in this handbook may be amended from time to time by the Crossett School Board**. All students shall also comply with all reasonable rules and regulations and classroom procedures established by teachers and principals governing classroom activities or other school activities both on and off Campus.

If a student is assigned discipline by the building administration and the student refuses to accept the assigned discipline the parents will be contacted by the building administration. If the parent agrees with the student and refuses to accept the assigned discipline the student will be suspended for three days. The suspended days will be unexcused. This will then count toward the number of unexcused days absent for the student, which may trigger a Family in Need of Services (F.I.N.S.) petition being filed against the student and parents, and possible loss of credit due to excessive absences. This may result in the student and parents being required to attend court and facing possible fines. The outcome of the court appearance will be subject to the judge's discretion within the law.

Graduating seniors are subject to Crossett School District's Standards of Conduct and disciplinary actions after the last day of class up to the completion of the graduation ceremony. Violating Crossett School District's Standards of Conduct could result in students not participating in the graduation ceremony.

STUDENT RIGHTS, RESPONSIBILITIES, AND LIMITATIONS
All students of the Crossett School District have certain protected rights under the constitution of the State of Arkansas and the United States Constitution including freedom of speech, freedom of assembly, and freedom of press, provided, however, there are reasonable limitations on the exercise of those rights. Those freedoms must be exercised in a way and in a manner which will not interfere with the rights of others, and they shall not be exercised in such a way as to create an obscene, slanderous, libelous manner or to incite students to commit unlawful acts. Students have the right to peaceful assembly. However, students do not have the right to interfere with classroom activities or other school events or activities.

BEHAVIORS UNSPECIFIED
The Crossett School District reserves the right to pursue disciplinary or legal action for any behavior which

is subversive to order and discipline in the schools even though such behavior is not specified in the preceding written rules. In their concern for the proper learning environment, teachers may post or otherwise make known classroom rules, and principals may require hallway behavior, which is not specifically spelled out in the preceding standards of conduct. For example, sleeping in class, gum chewing, or food consumption in the class or the hallways would fall into this category. Violent or satanic drawings are prohibited and would fall into this category.

In School Suspension to Expulsion

3.49 - TEACHERS' REMOVAL OF STUDENT FROM CLASS

A teacher may remove a student from class whose behavior the teacher has documented to be repeatedly interfering with the teacher's ability to teach the students in the class or whose behavior is so unruly, disruptive or abusive that it interferes with the ability of the student's other classmates to learn. Students who have been removed from their classroom by a teacher shall be sent to the principal's or principal's designee's office for appropriate discipline.

The teacher's principal or the principal's designee may:

1. Place the student into another appropriate classroom;
2. Place the student into in-school suspension;
3. Return the student to the class; or
4. Take other appropriate action consistent with the District's student discipline policies and state and federal law.

If the teacher removes a student from class two (2) times during any nine-week grading period, the principal or the principal's designee may not return the student to the teacher's class unless a conference has been held for the purpose of determining the cause of the problem and possible solutions. The conference is to be held with the following individuals present:

1. The principal or the principal's designee;
2. The teacher
3. The school counselor
4. The parents, legal guardians, or person having lawful control of the student, or persons standing in loco parentis; and
5. The student, if appropriate.

However, the failure of the parents, guardians, or persons in loco parentis to attend the conference does not prevent any action from being taken as a result of the conference.

4.17 - STUDENT DISCIPLINE

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

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

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to:

- A felony or an act that would be considered a felony if committed by an adult;
- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The District shall incorporate the District's multi-tiered behavioral intervention procedures in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

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

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

Cross References: 1.9 POLICY FORMULATION
4.60-STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Legal Refrences: A.C.A. § 6-17-113 A.C.A. § 6-18-502
A.C.A. § 6-18-514 A.C.A. § 6-18-2401 et seq.
DESE Rules Governing Student Discipline and School Safety

CONSEQUENCES

Depending on the severity of the infraction, disciplinary action may range from reprimand to expulsion:

- **Warning conference with student**
- **Parental contact**
- **Denial of privileges**
- **Detention Hall**
- **Corporal punishment**
- **Counseling**
- **Suspension: In-School (K-12), Out of School (K-12)**
- **Expulsion**

4.18 - PROHIBITED CONDUCT

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

1. INSUBORDINATION

Disrespect for school employees or failing to comply with their reasonable directions or otherwise demonstrating insubordination. A student will comply with reasonable directions or commands of teacher, substitute teacher, teacher's aide, principals, administrative personnel, bus drivers, or any other authorized school personnel. Students without school-issued I.D. badges or students who refuse to give their names or who give false names when asked by authorized personnel of the school shall be guilty of insubordination.

Reprimand to Expulsion

2. DISORDERLY CONDUCT

A student shall not engage in behaviors which adversely affect instruction and/or activities. Continual and intentional excessive noises or acts will not be permitted. Violence, threats, intimidation, harassment, or any other such conduct that disrupts the learning process for any individual student will not be permitted.

Reprimand to Expulsion

3. STUDENT ASSAULT OR BATTERY- See Policy 4.21

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

Reprimand to Expulsion

In addition, the student may be subject to prosecution under applicable laws.

4. WEAPONS AND DANGEROUS INSTRUMENTS - See Policy 4.22

No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, in route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event.

Reprimand to Expulsion

5. TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS - See Policy 4.23

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, e-cigarettes, vaping products, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by the Crossett School District, including school buses owned or leased by the District, is prohibited.

Reprimand to Expulsion

6. DAMAGE, DESTRUCTION, OR THEFT OF SCHOOL PROPERTY

A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property. The Crossett School District will attempt to recover damages from the student. Parents of any minor student under the age of 18 will be liable for damages caused by said minor. Students charged with theft or any other destruction of school property are subject to prosecution.

Reprimand to Expulsion

7. POSSESSION OF PERSONAL ELECTRONIC DEVICE - See Policy 4.47

Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan.

Reprimand to Expulsion

8. DRUGS AND ALCOHOL - See Policy 4.24

Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug; is prohibited.

9. MISUSE OF MEDICATION/MEDICAL SUPPLIES

Students shall not share, divert, transfer, apply to others (such as needles or lancets), or in any way misuse medication or any medical supplies in their possession.

Reprimand to Expulsion

10. PUBLIC DISPLAY OF AFFECTION

A public display of affection is not appropriate behavior at school or school activities. (Holding hands, kissing, hugging, hands on the body, sitting in lap, etc., will not be permitted.)

Reprimand to Expulsion

11. ACADEMIC DISHONESTY

Cheating is defined as dishonesty on any kind of test, examination, written assignment, or project. A student may not cheat on tests or other work, nor will students aid other students in cheating. A student involved in cheating or aids another student in cheating will not be given any points for the assignment. Instead, student(s) will be given another opportunity to demonstrate his/her learning to be completed during a day of ISS. If a student is caught cheating or aiding another student in cheating a second time, a conference with the parent will take place before the student(s) involved in the cheating will be given another opportunity to demonstrate the student's learning to be completed in ISS. Cheating will be documented by each classroom teacher.

Cheating includes but is not limited to:

- copying and pasting another student's work,
- giving your assignment to another student to complete,
- copying and pasting from an online resource.
- using Artificial Intelligence (AI)

Reprimand to Expulsion

12. GAMBLING - Prohibited

Reprimand to Expulsion

13. INAPPROPRIATE STUDENT DRESS - See Policy 4.25

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

Reprimand to Expulsion

14. USE OF VULGAR, PROFANE, OR OBSCENE LANGUAGE OR GESTURES

A student shall not use abusive, vulgar, or disrespectful language (verbal or written) or gestures at school or school functions.

Reprimand to Expulsion

15. TRUANCY

A student shall not be absent from school without parent or school authorities' prior knowledge and consent. After arrival on campus, a student absent from his/her assigned station without permission from school authorities shall be considered as truant. A student who leaves campus failing to be signed out by a parent and/or legal guardian through the office or is out of his/her designated area shall be considered truant. Therefore, it is imperative that a student not leave campus unless he/she has followed this procedure.

The Crossett School District does not approve of skip days, and students who participate in skip days are subject to disciplinary action under the rule for truancy. Truancy policy will be applied. Note: Truancy is a serious infraction, and it shall result in punishment more severe than detention hall.

Reprimand to Expulsion/Referred to Juvenile Authorities

16. EXCESSIVE TARDINESS

Students should make a concerted effort to arrive at school before the tardy bell rings in the morning and remain until the dismissal bell at the end of the day. Students also have the responsibility to be in each classroom before the tardy bell rings at class exchange. Arriving late to school in the morning or early departure in the afternoon is considered tardy. Excessive unexcused tardies could result in further discipline consequences at the discretion of the building administrator.

Reprimand to Expulsion

17. TAUNT, DEGRADE OR RIDICULE A PERSON

Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity or disability.

Reprimand to Expulsion

18. SEXUALLY EXPLICIT/VULGAR IMAGES

Students may not possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations whether electronically, on a data storage device, or in hard copy form.

Reprimand to Expulsion

19. HAZING OR AIDING IN THE HAZING OF ANOTHER STUDENT IS PROHIBITED

See Policy 4.43

Reprimand to Expulsion

20. GANGS AND GANG ACTIVITY - See Policy 4.26

Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited.

Reprimand to Expulsion

21. SEXUAL HARRASSMENT - See policy 4.27

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

Reprimand to Expulsion

22. BULLYING - See Policy 4.43

A student shall not engage in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability. Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of their dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the School Board. Students who bully another person shall be held accountable for their actions whether they occur on the school grounds; off school grounds at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

A school principal or his/her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

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

Reprimand to Expulsion

23. OPERATING A VEHICLE ON SCHOOL GROUNDS WHILE USING A WIRELESS COMMUNICATION DEVICE

No student shall use any wireless communication device for the purposes of browsing the internet;

composing or reading e-mails and text messages; or making or answering phone calls while driving a motor vehicle which is in motion and on school property. Violation may result in disciplinary action up to and including suspension.
Reprimand to Suspension

24. THEFT AND EXTORTION (CSD)
A student shall not cause damage or steal or attempt to steal property of another student or any other person; nor shall a student obtain or attempt to obtain something of value from another person by either physical force or threat (illegal act). The student may be subject to punishment under applicable laws.
Reprimand to Expulsion

25. ANTISEMITISM
Expression of hatred, discrimination, or harassment toward Jews or targeting the state of Israel in speech, writing, visual forms, or actions is a violation of A.C.A § 6-60-1701 et seq.
Reprimand to **Expulsion**

26. DOUBLE OCCUPANCY OF SINGLE RESTROOM OR RESTROOM STALL
Single occupancy restrooms and/or single stalls in restrooms with multiple stalls are intended for only one person at a time. Two or more students shall not enter a single restroom or restroom stall together. Students who violate this policy will be recommended for expulsion.
Expulsion

27. FORGERY OF PASSES OR FALSIFICATION OF GENERAL INFORMATION
A student shall not forge another person's name to any pass, excuse, or a student's scheduling information, nor falsify telephone numbers and addresses on general information forms. This includes all school records.
Reprimand to Expulsion

28. LOITERING BY SUSPENDED OR EXPELLED STUDENTS
A student who has been either suspended or expelled shall be provided written notification that because of an act of misbehavior, the student is prohibited from being in any school building, on a school campus, or at a school activity for a specified period of time and shall not enter a school building, be present on school campus grounds, or be present at any school activity. (Arkansas Code Annotated §6-21-607). Violation will result in disciplinary action.
Reprimand to Expulsion

29. BOMB THREATS/FALSE ALARMS
It is unlawful for any person to report to another person, or to any public or private institution of this state, a bomb threat.

A. Students known to make a bomb threat to the school shall be referred to the proper law officials for prosecution and will be recommended for expulsion for the duration of the semester and/or school year.

B. School principals shall develop procedures to follow in the event of a bomb threat.

C. According to Arkansas Code Annotated §5-71-210, it is also unlawful for anyone to communicate a false alarm of bombing, fire, offense, catastrophe, or other emergency knowing that the report is false and baseless. Students shall never pull a fire alarm as a prank. Not only will the student be disciplined by school authorities for doing so, he/she will be reported to the proper authorities.

D. Arkansas Code Annotated §5-71-210, classifies the act of communicating a false alarm as a Class D Felony if physical injury to a person results or if the false alarm communicates a present or impending bombing and is made to or about a public or private educational institution.
Suspension to Expulsion

Cross References: Prohibited Conduct #2— Policy # 4.20
Prohibited Conduct #3— Policy # 4.21, 4.26
Prohibited Conduct #4— Policy # 4.22
Prohibited Conduct #5— Policy # 4.23
Prohibited Conduct #7—Policy 4.47

Prohibited Conduct #8— Policy # 4.24
Prohibited Conduct # 13— Policy # 4.25
Prohibited Conduct # 14— Policy # 4.21
Prohibited Conduct # 15— Policy # 4.7
Prohibited Conduct # 16 — Policy # 4.9
Prohibited Conduct # 17— Policy # 4.43
Prohibited Conduct # 20— Policy # 4.26
Prohibited Conduct # 21—Policy # 4.27
Prohibited Conduct # 22— Policy # 4.43
Prohibited Conduct # 23— Policy # 4.47
Prohibited Conduct # 25— Policy # 4.65

Legal References:

A.C.A. § 6-5-201	A.C.A. § 6-15-1005
A.C.A. § 6-16-2001 et seq.	A.C.A. § 6-18-222
A.C.A. § 6-18-502	A.C.A. § 6-18-514
A.C.A. § 6-18-515	A.C.A. § 6-18-707
A.C.A. § 6-21-609	A.C.A. § 27-51-1602
A.C.A. § 27-51-1603	A.C.A. § 27-51-1609

DESE Rules Governing Student Discipline and School Safety

4.20 - DISRUPTION OF SCHOOL

Definitions

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:
1. A classroom; or
2. In-school suspension.

"Violent or abusive behavior" means, without limitation:
a. Using threatening language;
b. Throwing an item that risks or causes:
- Harm to another individual;
- Injury to another individual; or
- Damage to property;

c. Physically abusing a teacher or another student; or
d. Any other similar action that presents a physical danger or a threat of physical danger to a teacher or another student.

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

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds.

A teacher may, but is not required to, remove a student from class:
- Who has been documented by the teacher as repeatedly interfering with the teacher's ability to teach the students in the class or with the ability of the student's classmates to learn; or
- Whose behavior is so unruly, disruptive, violent, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn.

A student who is removed from class shall:
- Be sent to the office of the principal or the principal's designee;
- Be escorted from the classroom by the school administration if the student refuses to leave the class room voluntarily;
- Not be returned to the teacher's class until a conference is held; and
- Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:
1. Determining the causes of the problem that led to the student's removal and possible solutions;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:
a. The principal or the principal's designee;
b. The teacher;
c. The school counselor;
d. A 504/special education representative (if applicable);
e. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and
f. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:
- Place the student into another appropriate learning environment or into in-school suspension;
- Except for a student who was removed for violent or abusive behavior, return the student to the class; or
- Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

Legal References: A.C.A. § 6-18-511
DESE Rules Governing Student Discipline and School Safety

4.21 - STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common acceptation, is calculated to:
a) Cause a breach of the peace;
b) Materially and substantially interfere with the operation of the school;
c) Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

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

Reprimand to Expulsion

In addition, the student may be subject to prosecution under applicable laws.

Legal Reference: A.C.A. 6-17-106 (a)

4.22 - WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

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

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

"Weapon" means any:
- Firearm;
- Knife;
- Razor;
- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;

- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

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

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

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

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student enrolled in school.

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

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

Cross Reference: Policy 4.31 - EXPULSION
Legal References:

A.C.A. § 6.-18-502 (c)(2)(A)(B)	A.C.A. § 6.-18-507 (e)(1)(2	A.C.A. § 6.-21-608
A.C.A. § 5-4-201	A.C.A. § 5-4-401	A.C.A. § 5-27-210
A.C.A. § 5-73-119 (b)(e)(8)(9)(10)	20 USCS § 7151	

There are certain classes such as home economics, agriculture, or art in which various objects such as scissors, Exacto knives, or box cutters may be used. These objects shall be provided by the teacher in the classroom, so that they shall never be in the student's possession unless within that classroom under the direct supervision of the teacher.

Students violating this rule shall be recommended for expulsion and shall be subject to prosecution under applicable laws.

Arkansas Code Annotated §5-73-119 provides that no person under the age of 18 shall possess a handgun. Violation shall be a Class A misdemeanor. It also provides that no person shall possess a handgun upon the property of a public school, in any school bus, or at any designated bus stop. Violation is a Class D felony, and no sentence imposed for violation can be suspended, probated, or treated as a first offense.

Arkansas Code Annotated §5-27-210 states the following: "When a parent of a minor knows that the minor is in illegal possession of a firearm in or upon the premises of a public or private school, in or on the school's athletic stadium or other facility or building where school-sponsored events are conducted, or public park, playground or civic center, and the parent or guardian fails to prevent the possession or fails to report

the possession to the appropriate school or law enforcement officials, the parent shall be guilty of a Class B misdemeanor."

Arkansas Code Annotated §6-18-507 mandates that parents, guardians, or other persons in loco parentis of a student shall sign a statement acknowledging that they have read and understand current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. This statement shall be signed prior to readmitting or enrolling a student in any public school immediately after the expiration of an expulsion period pursuant to subsection (e) of Arkansas Code Annotated §6-18-507. Reprimand to Expulsion.

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

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

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.
Legal Reference: A.C.A. § 6-21-609 A.C.A. § 20-65-103
Reprimand to Expulsion

4.24 - DRUGS AND ALCOHOL

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

Therefore, no student in Crossett School District shall possess, attempt to possess, consume, use, distribute, sell attempt to sell, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who:
- Is on or about school property;
- Is in attendance at school or any school sponsored activity;
- Has left the school campus for any reason and returns to the campus; or
- Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:
- Alcohol, or any alcoholic beverage;
- Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;
- LSD or any other hallucinogen;
- Marijuana;
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- "Designer drugs;
- Look-alike drugs; or
- Any controlled substance.

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

Legal References: A.C.A. § 6-18-502
DESE Rules Governing Student Discipline and School Safety
Arkansas Constitutuion Amendment 98 § 6

STUDENTS POSSESSING, BUYING, OR UNDER THE INFLUENCE OF ALCOHOLIC BEVERAGES OR CONTROLLED SUBSTANCES. This policy applies to any student who is on school property, who is in attendance at school or at a school sponsored or related activity (including any student who has

left the campus for any reason and who returns to the campus), or whose conduct at any time or in any place interferes with or obstructs the mission or operation of the school district. It shall be a violation of policy for any student to participate in any of the following:

A. To sell, supply, or give, or attempt to sell, supply, or give to any person any of the substances listed in this policy or what the student represents or believes to be any substance listed in this policy or what the student has in his/her possession because it gives the appearance of being one of the substances listed in this policy. Arkansas Code Annotated §5-64-411 provides that sentences for sale of controlled substances within 1,000 feet of public schools shall be enhanced by ten years and a fine of no less than $1,000.

B. To possess, procure or purchase; to attempt to possess, procure or purchase; to be under the influence of (legal intoxication not required); or to use or consume or attempt to use or consume the substances listed in this policy or what is represented to the student to be any of the substances listed in this policy or what the student believes to be any of the substances listed in this policy.

C. Prohibited substances shall include any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, unauthorized inhalant, any ingestible matter, or other controlled substance that alters a student's ability to act, think, or respond, as defined in Arkansas Code Annotated §5-54-101 and Arkansas Code Annotated §5-64-101, or beverage containing alcohol or intoxicant of any kind. Controlled substances may be used by a student who has a prescription for the substance, provided the substance remains in the container in which it was obtained from the pharmacist and is stored in a locked space designated by the school (refer to 4.35 Medication Policy and Procedures). Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited. Any student engaging in any of the activities with any of the prohibitive substances listed above shall be subject to the following penalties:

(1.) Use or possession of any substances prohibited by this policy or what the student represents or believes to be any substance prohibited by this policy.
  (a.) First Violation: The student shall be suspended off-campus for ten school days; police may be called; proof of professional help is required; and parental conference is required prior to re-admission.
  (b.) Second Violation: The student shall be expelled for the remainder of the school year.
(2.) Selling or intending to sell any substance prohibited by this policy or what the student represents or believes to be any substance prohibited by this policy.
  (a.) The police will be summoned.
  (b.) The student will be expelled for up to one calendar year.

Any student suspended or expelled in accordance with this policy shall be required to seek district approved professional alcohol and drug counseling, at his/her own expense, prior to re-admission to school. Upon re-admission, continued enrollment shall be contingent upon completion of the alcohol/drug program. Failure to complete the alcohol/drug counseling may be grounds for expulsion. A list of area resources for treatment and rehabilitation is available in the counselor's office.

4.25 - STUDENT DRESS AND GROOMING

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

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female.

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

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

Students should be dressed appropriately, and the building principal or his assistant(s) shall determine, within the guidelines, appropriate dress and shall articulate this to the students. Cleanliness and decency will be required at each building. Any article of clothing or manner of hair style which is determined by the building administrator to materially or substantially interfere with the educational process is prohibited.

Note: On certain occasions, such as spirit days and Homecoming week, various clothing rules may be suspended to allow students to wear spirit caps, hats or other apparel.
Reprimand to Expulsion

DRESS CODE REQUIREMENTS AT SCHOOL INCLUDE BUT ARE NOT LIMITED TO THE FOLLOWING:
- Shorts, skirts, and dresses must be at least fingertip length (front and back of knee).
- No clothing that results in immodesty may be worn, which includes, sleeveless shirts that show any portion of the torso, tank tops, spaghetti strap tops, halter-tops, see-through shirts, midriff tops, low cut tops or braziers that show cleavage and clothing that allows underwear to be visible.
- No "under armor" or similar type of clothing may be worn as it is designed to be worn under clothing, not as an outer garment.
- No mesh shirts unless t-shirts are worn underneath
- Pants must be a proper size and worn at the waist (no sagging)
- No holes, cuts, tears that expose skin above fingertip length (including jeans, pants, shorts, skirts, dresses)
- Belts are to be buckled around the waist and not hanging down
- No clothing representing a gang affiliation or depicting alcohol, tobacco, drugs, violence, obscenities, or sexual content
- No clothing or footwear may be worn that is intended as sleepwear
- Shoes must be worn at all times
- No hats, caps, toboggans, hoodies with the hood up or head-covering on campus
- No sunglasses inside the building
- No combs, brushes, or metal picks
- No excessive objects hanging out of pants or pockets-key rings, rags, shoe-strings, etc.
- No exposed money attached to clothing
- Spirit Squads will not wear uniforms at school that do not follow the Dress Code.

Violation of the dress code will be considered insubordination and will be treated accordingly.

Students will not be allowed to attend class unless they are in compliance with the Dress Code.

CMS and CHS Consequences:
If there is a violation in dress code, a student may call a parent/guardian to bring appropriate apparel. The student will wait in ISS until the appropriate clothing is brought to school for the student to change. If the student cannot change clothes, then the student will remain in ISS for the day.
Reprimand to Expulsion

4.26 - GANGS AND GANG ACTIVITY
The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;

2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;

3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or

4. Extorting payment from any individual in return for protection from harm from any gang.

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

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

Legal References: A.C.A. § 6-15-1005(b)(2) A.C.A. § 5-74-201

In-School Suspension to Expulsion

4.27 - STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT

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

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

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

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sex discrimination or sex-based harassment.

"Complaint" means an oral or written request to the District that objectively can be understood as a request for the District to investigate and make a determination about alleged sex discrimination or sex-based harrassment.

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

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sex discrimination or sex-based harassment.

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

1. A District employee:
   a. Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct; or
   b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
   a. Unwelcome; and
   b. Is subjectively and objectively offensive and so severe or pervasive that it limits or denies a person the ability to participate in or benefit from the District's education program or activity based on the totality of the circumstances; or
3. Constitutes:
   a. Sexual assault;
   b. Dating violence
   c. Domestic violence; or
   d. Stalking.

"Supportive measures" means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a complaint or where no complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's educational environment, or deter sex-based harassment; counseling; extensions of deadlines or

other course-related adjustments; modifications of work or class schedules; campus escort services; restrictions on contact between one or more parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

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

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

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

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

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint;
- explain to the complainant the process for filing a complaint; and
- provide the complainant information on the District's grievance procedures.

Title IX Coordinator Initiated Complaint

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, the Title IX Coordinator shall determine whether to initiate a complaint. When determining whether or not to initiate a complaint, the Title IX Coordinator shall consider the following factors, at a minimum:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding inititation of a complaint;
3. The risk that additional acts of sex discrimination or sex-based harassment would occur if a complaint is not initiated;
4. The severity of the alleged sex discrimination or sex-based harassment, including whether it would require the removal of a respondant from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is a District employee;
6. The scope of the alleged sex discrimination or sex-based harassment, including information suggesting a pattern, whether the sex discrimination or sex-based harassment is ongoing, or the sex discrimination or sex-based harassment is alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination or sex-based harassment occurred; and

8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

After considering these and other relevant factors, the Title IX Coordinator may initiate a complaint if the Title IX Coordinator determines that the conduct as alleged:

A. Presents an imminent and serious threat to the health or safety of the complainant or other or other person; or
B. Prevents the District from ensuring equal access on the basis of sex to its education program or activity.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall notify the complainant prior to doing so and appropriately address reasonable concerns about the safety of the complainant or others, which may include providing supportive measures.

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

The Title IX Coordinator shall designate an individual to whom the District's providing, denying, modifying, or terminating of supportive measures may be appealed. The designated individual shall have authority to modify or reverse the District's decision if it is determined that the decision to provide, deny, modify, or terminate the supportive measure(s) was inconsistant with the definition of supportive measures. A party shall have the opportunity to seek additional modification or termination of a supportive measure applicable to them if there is a material change in circumstances.

Student's With Disabilities
If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team or the student's 504 team to ensure compliance with the Individuals with Disabilities Education Act and the Rehbilitation Act of 1973 throughout the grievance process.

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

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sex-based harassment including sufficient details known at the time to allow the parties to respond to the allegations. Sufficient details include:
  - The identities of the parties involved in the incident, if known;
  - The conduct allegedly constituting sex-based harassment; and
  - The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- A statement that retaliation is prohibited;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant, and not otherwise impermissible, to the complaint of sex-based harassment; and
- That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or

respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

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

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

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

At least five (5) days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least five (5) days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

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

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

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

No earlier than five (5) days following the completion of the investigation period, the decision-maker shall issue a written determination regarding responsibility. The written determination shall include—

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

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

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

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

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

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the complaint or any allegations therein;
- The District was unable to identify the respondent after taking reasonable steps to do so;
- The respondent is no longer employed or enrolled at the District;
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the complaint or allegations therein; or
- The District determines the conduct alleged in the complaint, even if proven, would not constitute sex discrimination or sex-based harassment.

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

The Title IX Coordinator may delegate the investigation or the determination as necessary to prevent a conflict from arising or the apperance of bias, including hiring an individual or individuals to conduct the investigation or to act as the decision-maker when necessary.

Appeals

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

a. The existence of a procedural irregularity that affected the outcome of the matter;
b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias

for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or

d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

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

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

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

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

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

Emergency Removal

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

Retaliation Prohibited

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

Disciplinary Sanctions

It shall be a violation of this policy for any student or employee to be subjected to, or to subject another person to, sex discrimination and sex-based harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not have engaged in sex discrimination and

sex-based harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

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

Barriers to Reporting
The Title IX Coordinator shall monitor for barriers to reporting information about conduct that reasonably may constitute sex discrimination or sex-based harassment and shall take steps reasonably calculated to address such barriers.

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

- Each sex discrimination and sex-based harassment investigation including:
  - Any determination regarding responsibility;
  - Any disciplinary sanctions imposed on the respondent;
  - Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
  - Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or complaint of sex discrimination and sex-based harassment, which must include:
  - The basis for the District's conclusion that its response was not deliberately indifferent; and
  - Document:
    - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
    - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.
  - Records documenting the actions the District has taken to meet its obligations to eliminate sex discrimination, including reviewing barriers to reporting potential sex discrimination and the employee notification requirements, regarding each notification the Title IX Coordinator received of information about conduct that reasonably may constitute sex discrimination

Cross References: 3.26—LICENSED PERSONNEL SEX DISCRIMINATION AND SEX-BASED HARASSMENT
4.11—EQUAL EDUCATIONAL OPPORTUNITY
5.20—DISTRICT WEBSITE
7.15—RECORD RETENTION AND DESTRUCTION
8.20—CLASSIFIED PERSONNEL SEX DISCRIMINATION AND SEX-BASED HARASSMENT

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

In-School Suspension to Expulsion

4.28 - LASER POINTERS
Students shall not possess any hand-held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; en route to or from any school-sponsored activity, and off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it.

Legal References: A.C.A. 6-18-512
Reprimand to Expulsion

4.29 - INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY

Definition
For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

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

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

Technology Protection Measures

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:
(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

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

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

Misuse of Internet

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

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Consequences for violations of Computer Use Policy and/or Student Internet Use Agreement

Students who violate the Computer Use Policy and/or the Student Internet Use Agreement will lose computer privileges as follows:

1st Offense - One week
2nd Offense - One month
3rd Offense - Six (6) months or remainder of the school year, whichever is longer

Computer misuse, which is not covered above, will be considered on the basis of the severity of the situation, and appropriate consequences will be assessed against the student involved at the discretion of the network administrator, building principal, and/or the superintendent. Documented violations and repeated violations by a user shall be presented to the school administrator for appropriate action following the guidelines of general school policy or with regard to the District's Technology Policies.

Violations will be reported to the building principal and the appropriate local, state and federal authorities.

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

4.29F - STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT

The Crossett School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal regulations and any state laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action

4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:

a. using the Internet for other than educational purposes;
b. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
d. making unauthorized copies of computer software;
e. accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
g. posting anonymous messages on the system;
h. using encryption software;
i. wasteful use of limited resources provided by the school including paper;
j. causing congestion of the network through lengthy downloads of files;
k. vandalizing data of another user;
l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
m. gaining or attempting to gain unauthorized access to resources or files;
n. identifying oneself with another person's name or password or using an account or password of

another user without proper authorization;
o. invading the privacy of individuals;
p. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, address, and phone number.
q. using the network for financial or commercial gain without district permission;
r. theft or vandalism of data, equipment, or intellectual property;
s. attempting to gain access or gaining access to student records, grades, or files;
t. introducing a virus to, or otherwise improperly tampering with the system;
u. degrading or disrupting equipment or system performance;
v. creating social media accounts or associating social media accounts with the school or school district without proper authorization;
w. providing access to the District's Internet Access to unauthorized individuals;
x. failing to obey school or classroom Internet use rules; or
y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.
z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.

6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement. Permission is indicated by parent initials and signature on the signature page 137.

GOOGLE USE PERMISSION FORM

Dear Parent/Guardians: Each student in the District has a Crossett School Google account. This will allow him/her to communicate with his/her teachers and other students in the district, receive and submit homework from and to teachers, collaborate on projects with other students, and a great deal more.

The students' email accounts are secure. They cannot send or receive email from any email address that is not within the Crossett School District domain unless approved by a CSD administrator. In other words, they will not be able to get email from anyone or send email to anyone unless that person has a district Google email account. Below is the login information. Your child will be able to log on with his/her account on any computer that has Internet access.

Email Address: firstname.lastname@crossettschools.org

We want to assure you that you have total and complete access to your child's account. If you need your child's password changed, please contact the front office of your school.

Please sign the signature page located at the back of the handbook and return the form indicating whether your student may participate. Permission is indicated by parent initials and signature on the signature page 137.

4.30 - SUSPENSION FROM SCHOOL

Students who are not present at school cannot benefit from the educational opportunities the school environment affords, administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed

ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school.

Students are responsible for their conduct that occurs:
- At any time on the school grounds
- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity.

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

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

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

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

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

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

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

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

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

It is the responsibility of the student's parents, legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district which the school shall use to immediately notify the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means:
- A primary call number;
  - The contact may be by voice, voice mail, or text message
- An email address;
- A regular first class letter to the last known mailing address.

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

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

During the period of a suspension, a student serving out-of-school suspension shall not be permitted on

campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

The student shall not attend any CSD school sponsored activities on any campus or at another District's campus during the imposed suspension. A student serving in-school suspension shall not attend any school sponsored activities during the imposed suspension.

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

Legal References: A.C.A. § 6-18-507 Goss v Lopez, 419 U.S. 565 (1975)

The principal or designee may suspend, for good cause, any student from school for a period up to 10 school days, including the day upon which suspension was initially imposed. Student(s) may also be suspended and/or expelled from school during investigation by law enforcement officers or pending disposition of filed criminal charges, for offenses allegedly committed by such students, including but not limited to those which are acts of violence or aggression against others, committed at or away from school, which in the opinion of administration may affect the school climate and which pose a potential threat to the emotional and physical well being of the students and staff such alleged offenses may include misdemeanor or felony crimes.

When the principal or designee becomes aware of such allegations, he or she shall be responsible to investigate and determine whether the allegations are credible and have some basis of fact.

Such offenses will be the basis for suspension and/or expulsion at the time such allegations become known to school administrators or at the time that the student is charged with such offenses.

Types of Suspension

1. **Administrative Suspensions.** An administrative suspension is a suspension resulting from a student's failure to attend In School Suspension (ISS) or one relating to excessive tardies or truancy.

2. **Disciplinary Suspensions.** A disciplinary suspension is a suspension resulting from a student's actions which may affect the school climate and which poses a potential threat to the emotional and physical well-being of the students and staff.

Criminal procedures and school related procedures are not interdependent. A student found innocent in criminal court does not cancel out school-related decisions. School related due process rights are different from criminal procedures. School expulsions are legal when process procedures are followed and a rational basis exists for the expulsion.

4.31 - EXPULSION

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

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

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

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

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

hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted no later than ten (10) school days following the date of the notice, except that representatives of the Board and the student may agree in writing to a date not conforming to this limitation.

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

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

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

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

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

In lieu of expulsion, students may be referred to Alternative Learning Environment.

Legal Reference: A.C.A. § 6-18-502 A.C.A. § 6-18-507
DESE Rules Governing Student Discipline and School Safety

4.32 - SEARCH, SEIZURE, AND INTERROGATIONS

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

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

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

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

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

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

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

Legal References:	A.C.A. § 6-18-513	A.C.A. § 9-13-104
	A.C.A. § 12-18-609, 610, 613	A.C.A. § 12-18-1001, 1005

4.33 - STUDENTS' VEHICLES

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

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

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

Students who bring a vehicle to school will be required to purchase a parking decal to be placed on the vehicle as designated by the administration of CHS. All parking lot spaces will be numbered, and each student will be assigned a space at the time he/she purchases a decal. All parking fees and assignments will be handled by the assistant principal or his/her designee. Fees will be set on a yearly basis. Information concerning cost of decals and specific guidelines may be obtained from the office of the assistant principal or his/her designee.

The city police will help enforce the speed limit and reckless driving ordinances. No Crossett Middle School student will be permitted to drive or park an automobile on the campus. Any Crossett Middle School student driving an automobile shall park on Main Street. Crossett High School 7th period athletes shall not park in the Crossett Middle School faculty lot or in the bus lane of Crossett Middle School. A student using any type of vehicle as a means of transportation to and from school shall not violate the following rules:

A. When a student arrives at school, he/she must lock the car and leave it.
B. A student must have an official escort to return to his/her car during the school day.
C. No standing or waiting on riders in the bus area in front of the school is allowed. If you catch a ride

in front of the building, do so before the buses arrive.
D. Don't block the buses out by bringing students to school and using excessive time to get out of the car.
E. Observe the 20 mile per hour maximum speed limit.
F. No student parking will be allowed by the band room at CHS.
G. All vehicles parked in the student parking area must be registered and display a parking permit.

Violation of the above rules may result in the suspension of the right to drive any vehicle on the school grounds for the remainder of the semester or school year.

4.39 - CORPORAL PUNISHMENT

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

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

1. No more than three (3) licks given
2. Report filed of action
3. Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.
4. Corporal punishment shall not be administered to student whose parent(s) file written request of exclusion. Under these circumstances, ***the alternative to corporal punishment is suspension.***

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

4.43 - BULLYING

Definitions

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

"Bullying" means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that: May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated:
1. Involves an actual or reasonably perceived power imbalance;
2. Is repeated or has a high likelihood of repetition; and
3. Causes or creates actual or reasonably foreseeable:
   - Physical harm to a public school employee or student or damage to the public school employee's or student's property;
   - Substantial interference with a student's education or with a public school employee's role in education;
   - A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
   - Substantial disruption of the orderly operation of the school or educational environment;

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:
1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,

6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

To prevent multiple, simultaneous investigations into the same alleged conduct, if the facts that support an alleged incident of bullying may also constitute a violation of another District policy; State or Federal law; State rule; or Federal regulation, then the District shall investigate and dispose of the alleged incident of bullying in accordance with the other applicable District policy; State or Federal law; State rule; or federal regulation in lieu of the requirements of this policy.

Reprimand to Expulsion

Copies of this policy shall be available upon request.

Legal References: A.C.A. § 5-71-217 A.C.A. § 6-18-514
DESE Rules Governing Student Discipline and School Safety

4.44 - NATIONAL ANTHEM

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

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

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

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

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

Legal Referance: A.C.A. § 6-10-135

4.46 - PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

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

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

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

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

Legal References: A.C.A. § 6-10-115 A.C.A. § 6-16-108

4.47 - POSSESSION AND USE OF PERSONAL ELECTRONIC DEVICES

Definitions

"Emergency" means a serious, unexpected, and dangerous situation that requires immediate action, including without limitation:

- An active fire;
- An active tornado or earthquake;
- An active shooter;
- An evacuation of school grounds; or

- A medical emergency

"Personal electronic device" means without limitation a:

a. Cellular telephone;
b. Paging device;
c. Beeper;
d. Mobile telephone that offers advanced computing and internet accessibility;
e. Digital media player;
f. Portable game console;
g. Tablet, notebook, or laptop computer;
h. Digital camera;
i. Digital video or audio recorder;
j. Smart watch; and
k. Device that can connect and transmit data through Bluetooth technology.

"School day" means from the time students are required to be at school until the time students are dismissed from school.

"Special school events" may include:

- Activities held during the school day that occur outside of the standard in-class curriculum, which may include any of the following activities:
  - Pep rallies;
  - Interscholastic activities;
  - Concerts and performances;
  - Art shows and science fairs;
  - School sponsored events held off campus; and
  - Graduation ceremonies; or
- Regular school activities where the public is invited.

Possession of Personal Electronic Device

Except as permitted under this policy, a student shall not be in possession of a personal electronic device during the school day. A student may possess a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;
  - The possession of the personal electronic device is during an emergency as defined by this policy;
  - The personal electronic device is issued by the District for the student's use during the school day;
  - The possession of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an instituion of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or
  - The possession of the personal electronic device is during a special event during the school day.

A student shall be deemed to not be in possession of a personal electronic device if:

- Emergency as defined by policy 4.47
- In bag

Use Of Personal Electronic Device

Except as permitted by this policy, a student shall not use a personal electronic device during the school day. A student may use a personal electronic device during the school day if:

- The personal electronic device is required by the student's individual education plan (IEP), 504 Plan, or Individual Health Plan for health reasons;
- The use of the personal electronic device is during an emergency as defined by this policy;
- The personal electronic device is issued by the District for the student's use during the school day;
- The use of the personal electronic device is by a student enrolled in an endorsed concurrent enrollment course at an instituion of higher education in order to utilize two-factor authentication to access course work and resources for the endorsed concurrent enrollment course; or
- The use of the personal electronic device is during a special event during the school day.

A student may possess and use a personal electronic device at a special school event for the purpose of taking photographs. The District shall inform the students and students' parents, legal guardians, persons having lawful control of the student, and persons standing in loco parentis the following before a special school event takes place:

- When and where the special school event will take place;
- Whether or not personal electronic devices shall be allowed at the special school event; and
- Where personal electronic devices may be used at the special school event.

The use of personal electronic devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

Misuse of Personal Electronic Devices

Even if a student is allowed to possess or use a personal electronic device under this policy, the misuse of a personal electronic device is prohibited. Misuse of personal electronic devices includes, but is not limited to:

1. Using personal electronic devices issued by the District during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the personal electronic device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the personal electronic device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bath rooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person regardless of whether the image is real or created through the use of artificial intelligence;
6. Using a personal electronic device issued by the District in a manner that violates the Electronic Device and Internet Use Agreement regardless of whether the violation occurred on or off campus;
7. Using a personal electronic device at an event during the school day that was not designated as a special school event or in a manner or location that was not authorized as part of the special school event;
8. Using personal electronic devices issued by the District while driving any vehicle at any time; or
9. Using a personal electronic device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property.

Discipline

A student may have a personal electronic device confiscated if:

- The student is found to possess or use a personal electronic device when the use or possession is not authorized by this policy and the personal electronic device was not issued by the District;
- The student misuses a personal electronic device as defined by this policy; or
- The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis uses the remote recording or listening capabilities of a personal electronic device, either through an app installed on the personal electronic device or the built-in capacity of the personal electronic device, except when authorized by the District.

Confiscated personal electronic devices may be picked up at the school's administration office by the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. Students have no right of privacy as to the content contained on any personal electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

A student and the student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis expressly assume any risk associated with a student's possession or use of a student's personal electronic device that is not issued by the District. The District shall not be liable for a personal electronic device that is confiscated if the personal electronic device is lost, stolen, or damaged.

In addition to the confiscation of a personal electronic device for a violation of this policy, a student may be subject to the following discipline:

To protect the integrity of the administration of the assessments under the Arkansas Educational Support and Accountability Act, a student who is found to be in possession of or to use a personal electronic device during the administration of a statewide assessment that is not required by the student's IEP, 504 Plan, or issued by the District shall have the discipline the student is subject to increased by an additional level.
Reprimand to Expulsion.

Legal References: A.C.A. § 6-15-2907 A.C.A. § 6-18-515
A.C.A. § 27-51-1602 A.C.A. § 27-51-1603
A.C.A. § 27-51-1609
DESE Test Administration Manual
DESE Rules Governing Student Discipline

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

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

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than three (3) days after they were created.

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

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

Legal References: A.C.A. § 6-21-122 20 USC 1232(g) 20 U.S.C. 7115
34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

4.60 - STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.
Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;

- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

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

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

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

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

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

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

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

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

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

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

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

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

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

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

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

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

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

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

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

Multi-Tiered Behavioral Interventions

The District shall establish a multi-tiered system of behavioral interventions for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior.

Behavior Intervention Team

A behavior intervention team (BIT) shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The BIT shall include members who are academic and behavioral assessment and intervention professionals.

A student's BIT shall:

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

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

Physical Restraint

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

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

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

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

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
  - To punish or discipline the student;
  - To coerce the student;
  - To force the student to comply;
  - To retaliate against the student;
  - To replace the use of an appropriate educational or behavioral support;
  - As a routine safety measure;
  - As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
  - As a convenience for school personnel; or
  - To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

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

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

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

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

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

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

- The student's BIT;
- The student's IEP team; or
- The student's 504 Plan team.

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

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

Reports and Debriefing

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

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

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

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

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

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

The purpose of the debriefing meeting shall be to:

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

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
a. The concerns of the student's parent;
b. The student's social and medical history;
c. The student's FBA, if one exists; and
d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether the District's behavioral intervention procedures were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;

6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
    a. The student;
    b. The student's parent; and
    c. Other school personnel or students who witnessed the incident.

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

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

Cross Reference: 3.6—LICENSED PERSONNEL EMPLOYEE TRAINING

Legal Reference: A.C.A. § 6-18-2401 et seq.

4.64 - STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

"Artificial Intelligence (AI) Tools" means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools does not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

1. Review and verify the accuracy of content that is generated by an AI tool;
2. Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and
3. Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

- Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the sub-

mission of assignments that were fully generated by an AI tool and presented as original student work;
- Altering or falsifying academic documents or records using AI tools;
- Using AI tools to:
  - Gain unauthorized access to District systems; or
  - Bypass District security measures;
- Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.
Violations of this policy shall be handled in accordance with the District's disciplinary procedures.
Reprimand to Expulsion

Cross References:	3.58—LICENSED PERSONNEL USE OF ARTIFICIAL INTELLIGENCE	
	4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION	
	5.10—ARTIFICIAL INTELLIGENCE	
	7.16—INFORMATION TECHNOLOGY SECURITY	
Legal References:	A.C.A. § 6-18-2601 et seq.	A.C.A. § 25-1-128
	15 U.S.C. § 6501	20 U.S.C. § 1232g
	34 C.F.R. Part 99	

4.65 - ANTISEMITISM PROHIBITED

"Antisemitism" means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:
- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;
- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g. gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:
1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and

2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/ Title VI":
    a. The District's definition of antisemitism;
    b. A statement that antisemitism is prohibited in the District's educational programs and activities;
    c. A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
    d. Contact information for the District's Title VI Coordinator; and
    e. Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

A student who is found to have violated the provisions of this policy may be subject to discipline, up to and including expulsion.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

Cross Reference: 6.7—COMPLAINTS
Legal Reference: A.C.A. § 6-16-2001 et seq.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

The criteria for determining the discipline of disabled students include the following:

1. Disabled students who engage in misbehavior and disciplinary infractions are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.
2. Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.
3. The Individual Education Plan (I. E. P.) team for a disabled student should consider whether particular discipline procedures should be adopted for that student and included in the I. E. P.
4. Disabled students may be excluded from school only in emergencies, only for the duration of the emergency, and never for more than ten school days per offense.
5. After an emergency suspension is imposed on a disabled student, an immediate meeting of the student's I. E. P. team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion. Within ten (10) school days of any decision to change the placement of a child with a disability because of a violation of a code of student conduct, it must be determined:
    a. If the conduct in question was caused by, or had a direct and substantial relationship to the child's disability; or
    b. If the conduct in question was the direct result of the District's failure to implement the IEP.
6. The suspended student should be offered alternate educational programming for the duration of the exclusion.
7. Any action and procedure shall be in accordance with Public Law 108-466 as amended.

4.56 - EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

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

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

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

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

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

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of the student's classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one (1) per week per extracurricular activity (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

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

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

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt

and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

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

Interscholastic Activities

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

ACADEMIC REQUIREMENTS: Junior High

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

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

HOMELESS STUDENTS

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

ARKANSAS ACTIVITIES ASSOCIATION

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

Intrascholastic Activities
AAA Governed Activities

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were

to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

Non-AAA Governed Activities

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

School Choice Transfers

A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer . A student who transfers after June 1 of the year the student enters grade seven through ten (7-10) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

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

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

A student who transfers into the District and is enrolled in the District by June 1 of the school year the transfer student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10) shall be immediately eligible to participate in an extracurricular activity that is an athletic activity. If a transfer student is not enrolled in the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10), then the transfer student shall not be eligible to participate in an extracurricular activity that is a varsity athletic activity for up to three hundred sixty-five (365) days.

Cross References: 4.40 - HOMELESS STUDENTS
4.55 - STUDENT PROMOTION AND RETENTION
4.56.1 - EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: Arkansas Activities Association Handbook

A.C.A. § 6-4-302	A.C.A. § 6-15-2907
A.C.A. § 6-16-151	A.C.A. § 6-18-114
A.C.A. § 6-18-115	A.C.A. § 6-18-227
A.C.A. § 6-18-713	A.C.A. § 6-18-1904
A.C.A. § 6-28-108	

Commissioner's Memo COM -18-009
Commissioner's Memo LS-18-015

4.56.1 - EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

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

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

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

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

Extracurricular Eligibility

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

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

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

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

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

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

Cross References:	4.55 - STUDENT PROMOTION AND RETENTION 4.56 - EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS
Legal References:	A.C.A. § 6-4-302, A.C.A. § 6-15-2907, A.C.A. § 6-18-713, A.C.A. § 6-16-151 Commissioner's Memo LS-18-015

4.56.2 - EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

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

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-

up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

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

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

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

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

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

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

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

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

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

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

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

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

A home schooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10);
2. The District is not the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity that is a varsity athletic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10); or
3. The home schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity athletic activity in the District.

A student who is prohibited from participation in an interscholastic activity due to number 1 shall not become eligible to participate in any interscholastic activity until the completion of the three hundred sixty-five (365) day period. A student who is prohibited from participation in an interscholastic activity that is a varsity athletic activity due to numbers 2 or 3 shall not be eligible for full participation in an interscholastic activity that is a varsity athletic activity until the completion of the three hundred sixty-five (365) day period. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: A.C.A. § 6-15-509 A.C.A. § 6-16-151
A.C.A. § 6-18-232 A.C.A. § 6-18-713
Arkansas Activities Association Handbook
Commissioner's Memo COM-18-009
Commissioner's Memo LS-18-015
Division of Elementary and Secondary Education Rules Governing Home Schools

4.56.3 - EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

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

"Private school" means a nonpublic elementary or secondary school that is a registered nonprofit and accredited or licensed by an accrediting association recognized by the State Board of Education.

"Private school student" means a student attending a private school.

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

Private school students whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school if the private school the student attends does not offer the interscholastic activity.

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

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students.

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

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

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

A private school student who has met the tryout criteria and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;
- Permission slips, waivers, physical exams; and
- Participation or activity fees.

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

Cross Reference: 4.59 - ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: A.C.A. § 6-16-151 A.C.A. § 6-18-232
A.C.A. § 6-18-238 A.C.A. § 6-18-713
Arkansas Activities Association Handbook

4.61—STUDENT USE OF MULTIPLE OCCUPANCY ROOM

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

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

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

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

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated

for use by the opposite sex when the individual enters for any of the following reasons:

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

Legal Reference: A.C.A. § 6-21-120
Division of Elementary and Secondary Education Rules Governing Public School Policies Relating to Overnight Travel and Use of Public School Lavatories

CSD: ACADEMIC REQUIREMENTS FOR COMPETITIVE INTERSCHOLASTIC ACTIVITY PARTICIPATION (AAA HANDBOOK, ARTICLE III SECTION RULE 10 PGS 33-34)

A. Junior High. A student promoted from the sixth to the seventh grade automatically meets the academic eligibility (scholarship) requirements. A student promoted from the seventh to the eighth grade automatically meets the academic eligibility requirements for the first semester.

The second semester eighth grade student and the first semester ninth grade student meet the academic eligibility requirements for junior high by successfully passing four (4) academic courses the previous semester.

B. Senior High. The requirement for senior high (10 - 12) eligibility shall include:
1. Passing four academic courses; and
2. A minimum GPA of 2.0, based on the previous semester.

The student must have passed four academic courses, other than athletics, in the previous semester. Any of these four courses for which concurrent high school credit is earned may be from an institution of higher learning recognized by the Arkansas Department of Education.

1. Supplemental Instruction Program

a. To participate in interscholastic competition, students passing four academic courses but failing to meet the 2.0 GPA requirement must be enrolled in and attending 100 minutes per week of a Supple- mental Instruction Program meeting established criteria approved by the AAA.
b. If a student's GPA drops below 2.0 at the end of any semester, the student must immediately enroll in and attend the SIP.
c. In the first semester of SIP, the student must meet the stated requirement (2.0) at the end of that semester in order to become fully eligible again OR meet the requirement in paragraph "d" to remain in the SIP one additional semester.
d. To maintain eligibility under the Supplemental Instruction Program and be eligible to continue for a second semester, the student must show improvement of at least one tenth of one point in his/her GPA after the first semester of participation in the supplemental program.
e. Maximum participation in the SIP is two consecutive semesters.

2. Loss of Opportunity for Athletic Participation

a. During participation in the SIP, the student must have no unexcused absences for the current semester or its equivalent from the SIP or regular classes.
b. The student must have no out of school suspensions for the current semester.
c. The student must have no known felony convictions during a semester in which the student is in the SIP.
d. A student failing to comply with the above during the semester shall be immediately suspended from interscholastic competition for the remainder of the semester; however, the student must remain in the SIP in order for his/her eligibility to be reconsidered at the end of the semester.
e. A student failing to participate in the SIP during any semester can regain eligibility only by earning a 2.0 GPA from all academic courses the previous semester.

CROSSETT SCHOOL DISTRICT - POLICY FOR CHEMICAL SCREENING AND TESTING OF STUDENTS PARTICIPATING IN AAA SANCTIONED EXTRACURRICULAR ACTIVITIES

1. Statement of Policy: The District has a keen interest in assuring that students are drug free because they

potentially could suffer injury during participation in interscholastic sports and because they are role models for other students, especially younger students. Therefore, it is the policy of the Crossett School District to discourage students from using drugs in order to provide for their own health and safety and to encourage other students to remain drug free.

2. Consent: All students and their parents, or guardians, shall sign a form provided by the District consenting to the drug testing requirements.

3. Drug Testing Requirement: All students in grades 8-12 who wish to participate in interscholastic programs sanctioned by AAA, such as athletics, band, choir, ROTC, etc., shall submit to random drug testing by urinalysis.

4. Random Testing: During the school year, a computer will draw the names of not less than 2% or greater than 15% of the students for random testing on five dates to be selected by the Crossett School District. Students selected for random testing are to be notified and tested that day as directed. If a student fails to report for drug testing on the day his/her name is selected, that student shall be immediately and temporarily suspended from participation in any extra-curricular activity until he/she has successfully completed, at the student's own expense, a drug screening.

5. Drug Testing Expense: The District will pay for all random testing of students. However, the student shall be responsible for re-entry testing after he or she has tested positive.

6. Testing Procedure: All drug screening tests shall be performed by a physician or physicians selected by the District. The physician will take a urine sample which will be tested by a licensed laboratory selected by the physician. Each student will immediately report to the physician's office selected by the District to conduct all drug testing. The student shall submit a urine sample to the physician as directed by the physician and the physician's staff. If a student is taking a prescription medication, the student must identify the prescription medication to the physician before being tested.

7. Testing of Specimens: The physician shall direct the testing laboratory to test for each specimen for amphetamines, cocaine, and marijuana and such other drugs as the District may direct. The District will notify the physician in writing of any additional drugs for which the screening should be conducted. The decision of the District to test for other drugs shall not be based on the students who were tested.

8. Results of Testing: The physician shall retain the test results in his file. The physician shall initially notify the parents or guardian of the test results. The test results shall only be made available to the Superintendent, Principals, and appropriate sponsors. The physician shall only keep the results until the student graduates or transfers to another school at which time they shall be destroyed.

9. Positive Results:

A. First Offense: If a student tests positive, the student and his/her parents or guardian will be notified to meet with the school principal, and appropriate sponsor of that activity. At that time, the student and parents will be notified that the following procedures and options will be followed.

1. The student shall not be permitted to participate in the activity for two weeks.
2. The student shall be required, at the student's own expense, to participate in a drug abuse program which requires weekly urinalysis; or
3. If the student refuses to comply with the above, he/she shall be suspended from all extracurricular activities for the remainder of the school semester, and, before he/she will be permitted to engage in any extracurricular activity, he/she shall be tested by the physician selected by the District and shall be required to furnish written proof that he/she has successfully completed a negative drug screening test.

B. Second Offense: Any student who tests positive on the second drug screening test shall be prohibited from participating in all extracurricular activities for the remainder of the current school semester and the next semester.

C. Third Offense: Any student who is tested positive for substance abuse on a third occasion shall be permanently barred from participating in any extracurricular activity in the District.

STUDENT ATTENDANCE AT EXTRACURRICULAR ACTIVITIES

Pre-school children and students who are sixth grade and under must be accompanied by an adult when attending ball games, track meets, tennis matches, band or choir concerts, or any other extracurricular activities of the school.

Students who are assigned to OSS or ISS, will not be allowed to attend any school functions during their time in OSS or ISS. Before students are allowed to attend off campus field trips/extracurricular activities, grade and attendance will be checked by sponsor before trip.

STUDENT TRIPS

All travel for student trips must be approved by the Principal and the Superintendent. This must be done in advance. All out of state travel must also be approved by the School Board of Education. When seeking approval to attend an event out of the district, the sponsor/coach must attach a list of the students' names attending to the requisition and list the number of meals the sponsor/coach is requesting that the district provide. Each sponsor/coach and student is allowed $7 per meal. In the event of an overnight stay the sponsor/coach will be reimbursed according to the standard meal rates if all receipts are turned in to the central office.

If anticipating an overnight stay, the sponsor/coach must list hotel preference, hotel phone number and the arrival and departure dates on the travel approval requisition and have it approved one month in advance whenever possible. All hotel reservations will be made by the central office. All hotel and meal receipts and any leftover cash must be submitted to the central office the day after the sponsor/coach returns from the event.

Students who miss classes to participate in school activities must have passing grades in all their classes. It is the responsibility of the sponsor to check students' grades before putting them on the travel list.

SECTION 5 - STUDENTS - MEDICAL INFORMATION

Health and Safety

If a student becomes ill or is injured, the school will make every effort to notify a parent promptly. If the illness or injury requires immediate attention and a parent cannot be reached, school officials shall act *in loco parentis* and secure medical attention. An ambulance will be called if school personnel feel a crisis may exist. Only emergency first aid may be administered at school. A licensed, registered nurse and an LPN are employed by our district and are on call for emergencies and consultation.

Safety drills (fire, tornado, bus evacuation) will be conducted periodically at each school to protect the well-being of the students in case of a catastrophic event. Procedures for catastrophes will be posted at each campus.

4.34 - COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B or C, mumps, vomiting, diarrhea, and fever (100 degrees F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

In accordance with 4.57–IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parents

in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up **immediately**. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted at the discretion of the school nurse after proper treatment has been confirmed by the school nurse or it is determined by the school nurse that the student no longer has live human host parasites that are transmittable in a school environment.

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

A child must be free from fever, vomiting or diarrhea for 24 hours before returning to school (CSD).

Legal References: A.C.A. § 6-18-702
Arkansas State Board of Health Rules And Regulations Pertaining To Immunization Requirements

4.35 - MEDICATION POLICY AND PROCEDURES

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

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

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

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

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

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

Schedule II Medications

Option 1: The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy.3 Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

Option 2: Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

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

Self-Administration of Medication

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

1. Self-administer either a:
   - Rescue inhaler; or
   - Auto-injectable or nasal spray epinephrine;
2. Perform the student's own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's own hypoglycemia and hyperglycemia; or
5. Possess on the student's person:
   A. A rescue inhaler;
   B. Auto-injectable or nasal spray epinephrine; or
   C. The necessary supplies and equipment to perform the student's own diabetes monitoring and treatment functions.

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

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

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

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

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or

- At an off-site school sponsored activity.

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

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

Emergency Administration of Glucagon and Insulin

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

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

When the nurse in unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during;

A. The time scheduled for a dose of insulin in the student's IHP; and
B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, and other responsible adult, or medical personnel has arrived.

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

Emergency Administration of Epinephrine

The school nurse or other trained6 school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer epinephrine, either through an auto-injector or nasal spray, in emergency situations to students who have an IHP that provides for the administration of epinephrine in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained6 school employee(s) certified to administer epinephrine to administer auto-injector or nasal spray epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

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

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

Emergency Administration of Albuterol

The school nurse or other trained school employees designated by the school nurse as a care provider who have been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

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

The school nurse for each District school shall keep albuterol on hand. The school nurse or other trained6 school employee designated by the school nurse as a care provider who has been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other trained6 school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

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

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

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other trained6 school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained6 school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

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

Seizure Disorder Medications

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

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

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

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

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

Medication will not be administered by any school personnel, including the nurse, without a release form signed by the parents. **Handwritten notes are not acceptable.** The release form must include request for medication to be given, student's name, grade, medication and dosage plus time to be given, what the medication is for, and emergency numbers in case the child has a reaction to the medicine. The release form and the medication bottle must have the same instructions. Additional information accompanying the medication shall state the purpose of the medication, its possible side effects, and any other pertinent instructions (i.e. special storage requirements or warning).

It is recommended that all medication be given at home when feasible. This includes medication to be given three times a day. Any medication that does not have direct instructions from the medical doctor to be given at school will not be accepted. However, if administration of medicine is necessary during the school day, all medication for elementary students will be administered by school personnel and recorded on approved form. Access to the medication shall be under the authority of the principal or his/her designee. The principal will designate a person and an alternate to dispense medication from a centrally located place. The name of the designee and alternate shall be on file in the central administration office. The principal shall also designate in writing the name of the locked space where medication will be stored.

The school shall not keep outdated medications or any medications past the end of the school year. By this policy, parents are notified that on the last day of school, all medications will be disposed of that are left at the school. Medications not picked up by the parents or legal guardians **by the last day of school** shall be disposed of by the school nurse in accordance with current law and regulations.

All prescription medication must be specifically prescribed by a doctor to the designated student. Students will be responsible for keeping up with the time they are to take medication and for coming to the office and asking for it. Access to the medication shall be under the authority of the principal or his/her designee.

The school bears no responsibility for safeguarding the medication or assuring that it is taken. For complete policy, see 4.35 in the School Board Policies Manual.

If an error is made in administering a medication, the school nurse will be notified immediately. The nurse will then notify the prescribing physician and follow his/her directions. The nurse will notify the parent and fill out the Medication Error Form and provide copies for the student's file for the principal, parent, and school attorney (if required).

Under imminent threat or danger, good faith measures using first-aid procedure may be taken to lessen or remove the immediate threat to life, health, or safety.

At the discretion of the school personnel, parents may be asked to take students home due to illness. Parents/guardians will be notified to take a child with a temperature of 100 degrees or above home. The child **must** be free of fever 24 hours without medication before returning to school. Occasionally, the school nurse may require a statement from a doctor for the student to return to school.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities
Division of Elementary and Secondary Education and Arkansas State Board of Nursing Rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students
A.C.A. § 6-18-701 A.C.A. § 6-18-707
A.C.A. § 6-18-711 A.C.A. § 6-18-714

A.C.A. § 6-18-717
A.C.A. § 6-18-720
A.C.A. § 6-18-721
A.C.A. § 17-87-103 (11) and (14)
A.C.A. § 20-13-405

4.36 STUDENT ILLNESS/ACCIDENT

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

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

4.41 - PHYSICAL EXAMINATIONS OR SCREENINGS

The Crossett School District may provide the administration of physical exams or screenings of its students. The intent of the exams or screenings shall be to detect contagious or infectious diseases or defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve his/her full potential.

Except in instances where a student is suspected of having contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

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

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

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

If parents/guardians object to the physical examination of their children, a form must be completed and be kept on file.

In order to be in compliance with all state statutes and to have a comprehensive, viable program the following screening services will be provided:

- Annual hearing and vision screening services will be performed on all students in kindergarten, grades 1, 2, 4, 6, 8 and to special education students, new students, and students referred by teachers. Students in other grades are screened when considered feasible and necessary.
- BMI (Body Mass Index) Screening Services will be performed on students in kindergarten, grades 2, 4, 6, 8, and 10.
- Scoliosis screening will be provided to girls in grades 6 and 8. Boys shall receive a scoliosis screening in 8th grade.

Those who do not want screenings done on their children may opt out by writing the school nurse a note, including date, student's name, grade, which screenings, and parent/guardian signature. This must be returned to the school nurse.

SPECIAL MEDICAL PROBLEMS

Section 1. A student who is absent from school due to hospitalization or extended illness shall be required to provide the principal with a written statement from a licensed physician concerning the advisability of school attendance for the student. At the beginning of each school year or as soon as diagnosed, parents should notify the school nurse of any type of physical condition which a child has that may require medical or special attention. The parent/guardian must provide a letter/statement from a doctor to the school nurse explaining any chronic illness, special dietary needs, or handicapping condition. This letter will include, but is not limited

to, any recommendations the doctor has for the school to assist the child and a list of any limitations as to what the student can or cannot do. It will be the responsibility of the parent/guardian to have this statement updated by the doctor in August each year at the beginning of school. If the child's condition changes, an update will be required at that time. A physician's authorization form should be filled out by the doctor and returned to the school nurse.

Any time school personnel feel that a student needs emergency medical treatment; an attempt will be made to contact the parent/guardian first. However, if the parent/guardian cannot be readily reached, medical assistance will be obtained. Parents/guardians will be liable for all expense incurred.

A child must be free from fever for 24 hours without medication before returning to school.

Section 2. Pregnancy. It is the policy of the Board of Education that a student who becomes pregnant while enrolled in the local schools shall notify the school principal as soon as possible after the pregnancy has been confirmed. A pregnant student shall provide the principal a written statement from a licensed physician, including recommendations concerning advisability of school attendance for the pregnant student. An additional statement from her physician shall be provided each six weeks, or each time she visits her physician, whichever is the most recent, verifying that she is physically able to continue in school. A pregnant student who chooses to remain in school during the semester in which she expects to deliver the child shall be governed by the same attendance policies, minimum course requirements, and rules and regulations as all other students. However, the physical education program shall be adapted to special needs of pregnant students. In no case shall a pregnant student be removed from school or failed solely because of her pregnancy. A student shall be re-admitted to school after delivery, upon a statement from her physician recommending her re-admission.

HOMEBOUND/HOSPITAL BOUND INFORMATION

When it becomes obvious that the period of absence from school will be at least four weeks, based on a physician's diagnosis and recommendation, an application for home-bound/hospital-bound instruction should be completed and submitted to the Superintendent. Upon approval by the Superintendent, home-bound/hospital-bound instruction will be provided utilizing the following procedures:

(1) The student is absent from school because of an illness, an accident resulting in serious injury, or other physical handicapping conditions.
(2) The student to be served receives services within the confines of the Crossett Public School district boundaries.
(3) A properly completed application, with physician's recommendations, has been approved by the superintendent.
(4) A planning and programming conference has been completed; participants shall be principal, counselor, assigned teacher(s), special education supervisor and parents.

The district will provide a teacher for the home-bound/hospital-bound student for up to four (4) hours per week or at least two (2) visits per week.

The district may utilize an aide to provide home-bound/hospital-bound instruction and the building administrator made aware. The administrator will immediately notify the counselor, attendance person, and all affected teachers, and other staff members as need dictates. The building administrator will provide for the monitoring and procedures necessary to home-bound/hospital-bound services within his/her building.

4.50 – MEAL MODIFICATIONS

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

- Physicians, including those licensed by:
  - The Arkansas State Medical Board;
  - The Arkansas State Board of Chiropractic Examiners (Chiropractors);
  - The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);

- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

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

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

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

Parents may submit a written request for their student to be provided "lactose free" milk. The parent's request is not required to be accompanied by a medical statement in order for it to be granted.

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

Except for requests to receive "lactose free" milk, the district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

Legal References: Commissioner's Memo FIN-09-044
Commissioner's Memo FIN-15-122
Commissioner's Memo CNU-17-051
Commissioner's Memo CNU-18-008
Commissioner's Memo CNU-18-023
Commissioner's Memo CNU-18-025
7 CFR 210.10(g)

4.57 - IMMUNIZATIONS

Definitions

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

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

General Requirements

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

- Poliomyelitis
- Diphtheria
- Tetanus
- Pertussis
- Red (rubeola) measles
- Rubella
- Mumps

- Hepatitis A
- Hepatitis B
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

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

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

A. Licensed physician;
B. Health department;
C. Military service; or
D. Official record from another educational institution in Arkansas

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating "up-to-date", "complete", "adequate", and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted. Valid proof on immunization and of immunity based on serological testing shall be entered into the student's record.

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

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

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

Temporary Admittance

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

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

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

Exclusion From School
In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the students. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for twenty-one (21) days or longer depending on the outbreak. Not student excluded due to an outbreak shall be allowed to return to school until the District received approval from ADH.

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

- For the remainder of the week by the end of the initial school day of the student's exclusion; and
- By the end of each school's calendar week for the upcoming week until the student returns to school. It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

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

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

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of
- Health from an immunization; and The percentage of a population that must receive an immunization for herd immunity to exist.

Legal References: A.C.A. § 6-18-702
ADESE Rules Governing Kindergarten through 12th Grade Immunization Requirements In Arkansas Schools
ADH Rules Pertaining to Immunization Requirements

SECTION 6 - TRANSPORTATION

4.19 - CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

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

CROSSETT SCHOOL DISTRICT TRANSPORTATION

A student riding a bicycle is expected to obey safety rules. Bicycle racks are provided for parking, but locks are encouraged since the school is not responsible for damage or loss. Motorcycles such as ATV's and other cycles, driven by elementary students are not allowed as transportation to school.

A parent who brings a student to school by automobile will adhere to each school's routing procedure to ensure safety. Specific procedures will be disseminated annually at the beginning of school.

The purpose of the Transportation Department of the Crossett Public Schools is to provide the safest, most efficient transportation possible for those students who are to be transported between their homes and schools. This process is the responsibility of the entire community and requires the cooperation of all students, parents, school personnel, and citizens who drive on the streets in the presence of school buses.

Students and parents are asked to read these regulations carefully. They must be followed if we are to provide a safe, efficient transportation for the students of this District.

The school district encourages any person who observes an incident jeopardizing the safety of the students on a school bus to report the incident to the Transportation Department. It is most helpful when a person can identify the bus by its number when making such a report. Any recommendations that will assist the Department in its operation are also encouraged. The telephone number of the Transportation Department of the Crossett School District is (870) 364-6300. Suspension, loss of bus riding privileges, or other disciplinary actions may be imposed when students violate these transportation regulations

Meeting the Bus
• Be at the bus stop ten (10) minutes before the bus is scheduled to arrive. Do not arrive earlier than ten (10) minutes beforehand.
• Try to be on the proper side of the road while you wait, even if you must cross the street to enter the bus.
• Before crossing a street to enter the bus, wait until the bus has come to a complete stop **and** the driver has given you directions.
• Respect the property rights of others while waiting for the bus. Don't litter or make unnecessary noise. Don't gather under carports, on porches, or on lawns without permission.
• Stand back at least ten (10) feet from the bus stop and do not approach the bus until it has come to a complete stop and the door is opened.
• If you miss the bus, do not attempt to (1) ride another bus, (2) walk to or from school, or (3) hitch-hike.

Getting On and Getting Off the Bus
• Enter or leave the bus quickly and in an orderly manner.
• Do not enter or leave the school bus by the back door except in the case of an emergency or unless directed to do so by the driver.
• If you must cross the street after leaving the bus in the afternoon, go to a point on the shoulder of the street ten (10) feet in front of the bus and wait until the drive has signaled you to cross.
• If you drop any object (book, paper, pencil) while leaving the bus, do not attempt to retrieve the object. Notify the driver and he will help you retrieve the object. **DO NOT CRAWL UNDER THE BUS.**

Riding the Bus
• Ride **only** the bus to which you are assigned.
• Obey the instruction and directions of the driver. Students are under his/her supervision. The drive will submit a written report of all violations to the student's principal.
• Do not distract the driver's attention or disturb other riders on the bus. This means students must remain reasonably quiet while on the bus.
• Remain seated while the bus is in motion or stopped except as directed by the driver.
• Legs and feet should not be in the aisle.
• Keep all books, lunches, coats, etc., **out** of the aisle of the bus.
• Knives, firearms, sharp objects, clubs, pets, or other animals are never allowed on a school bus.

Note: A student riding a school bus must have on file a signed parent/guardian receipt of "Transportation Regulations for Students." A student not abiding by safety and/or behavior requirements will be subject to the same discipline as other infractions. Students may ride only their assigned buses. **Routes can only be changed due to extenuating circumstances. Call the Transportation Department (870) 364-6300, to discuss the circumstances and to have the school and driver notified before 2:00 pm.**

Students are under the supervision of the drive and must obey the driver at all times while on the bus. Students who fail to cooperate with the driver in maintaining a safe and orderly bus will be subject to disciplinary action as outlined in the student handbook.

Please do not engage in activities that may distract the driver. DO NOT:
• Eat or drink on the bus
• Smoke or possess any type of tobacco product (prohibited by Arkansas Statute Act 728, 1977)
• Scuffle or fight
• Play radios, tape players, band instruments, cell phones, MP3 players, etc.
• Yell at anyone on the bus or outside
• Throw paper or any other object on the floor of the bus or outside the window
• Put hands, arms, or heads out of the window
• Tamper with any of the bus safety devices
• Deface any part of a bus by such action as writing or damaging seats. Damage to any bus equipment (seats, windows, etc.) will be paid for by the offender.

Emergency Evacuation Procedures. In an emergency, students should remain calm and quiet and listen for instructions from the bus driver. If the driver is unable to conduct emergency measures, the students should follow the procedures below in leaving the bus.
• If the exit is through the front door, students sitting in the front seat to the left of the aisle will move out first, followed by those in the right front seat and proceed in this manner until all seats are emptied.
• If the exit is through the rear emergency door, those students sitting next to the aisle at the back of the bus on both sides of the aisle shall leave first.
• If a rapid exit is necessary and it is possible to exit from both doors, students in the back half of the bus should move out the rear door and students in the front half of the bus should move out the front door.

Note: Students are subject to the same rules of conduct while traveling to and from school on a school bus as they are while on school grounds. Students are under the supervision of the driver and must obey the driver at all times while they are on the bus. Students who fail to cooperate with the driver in maintaining safe and orderly bus transportation will be disciplined.

Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian. Legal Reference A.C.A. § 6-19-119 (b)

Bus Infractions. There are basically four levels of bus infractions with increasing levels of disciplinary consequences. The objective is to discourage and eliminate disruptive behavior, especially from repeat offenders, that might distract a driver from their driving responsibilities and cause an accident.

Level One: Minor infractions of safety or courtesy. Level One infractions include making excessive noise or yelling, being out of one's assigned seat, being turned around in one's seat, having hands or heads out windows, or other minor incidents of misconduct. A level one infraction will result in detention hall, ISS, or one (1) to three (3) days of Bus Suspension as determined by the Dean of Students or Principal. **A second Level One infraction automatically moves a student's misbehavior to a Level Two and Level Two consequences if it occurs within the same semester or within in a forty-five (45) day period of time.

The first time a student receives a bus discipline referral that results in the student being suspended from the bus, the parents or guardians must meet with the Building Principal or designee before being allowed to ride the bus again.

Level Two: More serious infractions which directly affect others or repeated Level One infractions. Level Two infractions may include threatening, rough play, profanity, or repeated Level One infractions. A Level Two infraction will result in one (1) to five (5) days of Bus Suspension for the first offense, and if a third infraction at this level of offences is reported by a driver, the result will be three (3) to five (5) days Bus Suspension as determined by the Dean of Students or Principal.

Level Three: Misconduct which may endanger others or repeated Level One or Level Two infractions. Level Three infractions may include refusing to identify oneself, fighting, smoking or dipping, insubordination, vandalism throwing objects, spitting, bullying, or repeated Level One or Level Two infractions which could be a 4th notice. A Level Three infraction will result in a three (3) to five (5) day bus suspension for first offense, ten (10) days bus suspension for second offense which could be a 5th notice. A third offense at this level, or a 6th notice will result in suspension from the bus for one semester. If a fight occurs on the bus, school suspension as per the school's fighting policy will be enforced.

Level Four: Severe safety infractions or repeated Level One, Level Two or Level Three infractions. Level Four infractions my include indecency, knife or firearm possession, sexual harassment or repeated Level One,

Level Two, or Level Three infractions. A Level Four infraction will result in permanent suspension from the bus. Note: Having a weapon such as a knife or firearm will result in the application of the rules in the section under Rules of Conduct.

As a part of the bus safety program, students are subject to being videoed. The videos will be reviewed as necessary to determine any problems and the proper disciplinary referrals submitted to the Dean of Students or Principal.

Students Going To and From School Sponsored Events. If a school activity requires transportation to the site of the event, students will be required to use the transportation provided by the school. However, under certain circumstances, a parent may request permission in writing for their child to ride to the site of the event with the parent. **A written request must be filed in advance with the principal of the school where the student attends.** The principal, in turn, will be responsible for notifying the sponsor. There must be communication from principal to sponsor when notes are written.

If a parent's or guardian's request is granted and the parent or guardian allows the child to drive to the site without the parent present, the student will not be allowed to participate in the school-sponsored event.

Students who ride to the site of the event using school transportation may leave the site with their parent or legal guardian provided such arrangements are made with the principal or sponsor in writing by the parent or legal guardian prior to the event. The parent or legal guardian must sign the student out with the sponsor at the conclusion of the event. The sponsor will provide a sign-out sheet.

SECTION 7: ELEMENTARY (K-4)

A. ACADEMIC GUIDELINES

1. Enrollment Procedure

In accordance to Arkansas Code § 6-18-207 (a), concerning the enrollment deadline for kindergarten, the cut-off dates for children eligible to attend public kindergarten:

- Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment.

2. Grading and Reporting

a. Students will receive report cards at the end of each nine weeks. Parents are required to pick up report cards at the end of the first grading period. Receipt of other report cards will be noted by the parent signature in the weekly Eagle Folder. Grades that are assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Conduct or discipline is not reflected in grades or grade averages.

b. Grading Scale:
A = 90 - 100%
B = 80 - 89%
C = 70 - 79%
D = 60 - 69%
F = Below 60%

c. Students will receive no fewer than six (6) assessment grades in each core content area in a nine (9) weeks grading period. Mid-nine (9) weeks reports will be sent home in the Eagle Folder each grading period with the student.

3. Homework Policy - Elementary

When assigning homework, teachers will follow best practice guidelines for students' grade level and the subject area.

4. Honor Roll

A student with an A and/or B (which includes all Bs) yearly average in all subject areas will be named to the Academic Honor Roll, and a student with an A yearly average in all subject areas will be named to he

Principal's Honor Roll.

Honor Roll awards as well as classroom awards for improvement, academic gains, citizenship, etc., will be presented at the end of the school year awards ceremony.

5. Make-up Work

a. Teachers are responsible for providing the missed assignments;
b. Students who miss school due to an absence shall be allowed to make up the work they missed during their absence under the following rules:
    i. Students have five (5) days to make up work;
    ii. Make-up tests are to be rescheduled by the teacher; and
    iii. Students who are absent the day their make-up work is due must turn in their work the day they return to school.

6. Progress Reports

Eagle Folders will be sent home on Wednesday to be signed by the parent and returned on Thursday. Mid nine-week reports will be sent home in Eagle Folders each grading period.

7. Promotion Guidelines (See Policy 4.55)

8. School Reporting of Students' Performance

a. All grade level conferences with parent(s) and or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or non-participation in required conferences.
b. Each teacher shall meet with the parent(s) or guardian(s) of each student once a semester through a parent/teacher conference, telephone conference, or a home visit. More frequent communication shall occur with the parent(s) or guardian(s) of students not performing at the level expected for their grade. If a student is to be retained at any grade level, notice of retention and the reasons for retention shall be communicated promptly in a personal conference.

9. Extenuating Circumstances

a. Any student being recommended for retention a second time prior to grade seven (7) shall be referred to the School Planning and Placement Team (Principal, Counselor, Teacher(s), Parent(s)).
b. Retention decisions regarding students in Special Education programs will be made by the IEP Planning Team.
c. Any unusual or extenuating circumstances shall be processed through the principal.

B. GENERAL INFORMATION

1. Books
Basic textbooks in all classes will be furnished free to all students. The student is responsible for the care and protection of the books issued to him/her. If texts are lost or defaced in any way, the student will be required to pay for damages or replacement. This policy is applicable to all books (library, workbooks, etc.)

2. Clubs, Organizations, and Activities

a. All fund raising activities held in the District or in the name of the District must be pre-approved in writing by the Superintendent and affected school principal. Approval will be granted on the potential for return relative to the time and energy to be invested in the fund raising. Fund raising that conflicts excessively with and/or distracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.

b. Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

c. Schools must provide written notification of the following to parents or legal guardians of elementary

students who participate in fund-raising programs:

i. Student participation in fund-raising programs is voluntary;
ii. Students who do not participate will not forfeit any school privileges;
iii. Students may not participate in fund-raising programs without written parental permission returned to school authorities;
iv. An elementary school student who sells fund-raising merchandise door-to-door must be accompanied by a parent or an adult;
v. Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

d. The ADE parental permission form must be completed and filed in the school's office prior to any door-to-door fund-raising. Prior to any fund-raising, an application to request a fund-raising activity must be completed and approved. To help ensure the safety and well-being of all students, the Crossett School District discourages all door-to-door fund-raising for elementary and secondary students.

3. Parties/Field Trips/Reward Trips

a. Parties for individual students or from individual parents are not permitted.
b. Foods and snacks for parties must be purchased from a store or professional bakery.
   i. Reference: Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards (February 13, 2012/Act 981, 2011)
c. Field trips may be planned to extend or enrich learning. Reward trips may be planned to increase student motivation. In either case, planning should be well in advance of the actual event, and if transportation is required, a request must be made to the transportation department at the earliest time possible. In the event that students must be transported on school buses, the students must follow the transportation rules.
d. Special Events
   i. Fall Party
   ii. Christmas Party
   iii. Valentine's Day Party
   iv. 100th Day Celebration
   v. Read Across America Day
   vi. Easter Egg Spring Party
   vii. End of Year Party
   viii. Fall Field Day
   ix. Other/Reserved

4. PTO - Parent Teacher Organization

Parent Teacher Organization (PTO) is a volunteer organization that actively supports each elementary school. The purpose of the PTO in the Crossett School District is to enlist parents of our students to become involved as active participants in the education of our students. This program encourages parents to help with the various projects in each building and to also have input in the planning of improvement strategies for specific areas of the educational process.

5. Library/Media Services

Each elementary campus has a library/media center with a specialist assigned in accordance with state guidelines. Items checked out from the center must be returned in original condition to avoid financial debt being imposed.

6. Parent Policy - Elementary

To ensure the safety of all children, please drop your child off at the front doors and school personnel will assist your child in locating his/her classroom. Students will be called to the office when a parent is at the school to visit his/her child. Teachers will be called to the office for scheduled meetings with parents.

7. Recess

At CLC and CES, scheduled lunch recess and/ or P.E. shall not be taken as a form of punishment or used to coerce student behavior.

8. Tardiness
Students should make a concerted effort to arrive at school before the tardy bell rings in the morning and remain until the dismissal bell at the end of the day. A student is tardy when he/she arrives 5 minutes after the first bell at Crossett Elementary School. A student will not be counted tardy if he/she goes home sick. If a student is checked out before the dismissal bell, the student must show proof of a dentist or doctor appointment within three (3) days or early check-out will be counted as a tardy. Students leaving campus for lunch should leave and return during the lunch period to avoid a tardy. Arriving late to school in the morning or early departure in the afternoon is considered a tardy. Three (3) unexcused tardies will count as one (1) unexcused absence.

9. Telephone

Telephones are to be used by students only for emergencies and after obtaining a pass from a school official.

10. Walker Policy

Students who will be walkers must provide a physical address which they will walk to when being dismissed from school. The address will be turned into the office for documentation. Students who leave with the walkers, but are found by school personnel to be getting into a car once off school campus, will from that point be classified as a car rider and will be dismissed with the car riders.

SECTION 8: SECONDARY (5-12)

A. ACADEMIC GUIDELINES

All students are subject to the Legislative Act 1195 of 1997. This act reads as follows: "All students in grade K through 12 of the public schools of this state shall be placed in an educational program that includes the minimum core curriculum established pursuant to § 6-61 217 unless a medical doctor or the parent or custodian of the student certifies that a medical condition exists that impairs cognitive functioning and that the student should not pursue the minimum core curriculum."

Section 1: GRADUATION REQUIREMENTS

It is the responsibility of the student and parents to make sure graduation requirements are being met. A student who fails to pass his class work because of a failure to put forth his best effort or who fails due to poor attendance cannot receive a diploma. A student with an IEP must successfully complete the requirements of his/her IEP each year in order to graduate.

All requirements for graduation must be completed and verified no later than five (5) school days prior to commencement date.

The number of units a student must earn to be eligible for high school graduation is to be earned from the categories listed as follows. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. Crossett School District also requires all students to take a math class their senior year unless the Principal approves a waiver from this requirement.

Cross References: Policy 4.45 Graduation Requirements

English	4 units	Physical Education	1/2 unit
Math	4 units	Health & Safety	1/2 unit
Science	3 units	Fine Arts	1/2 unit
Social Studies	3 units	Career Focus Units	6 units
Speech	1/2 unit		**Total Units: 22**

Civics Test - Beginning in the 2018-2019 school year, all students must pass the test approved by ADE that is similar to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services in order to graduate.

Section 2: ADVANCED PLACEMENT AND HONORS COURSES
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 - 90 - 100% = 5 points
B - 80 - 89% = 4 points
C - 70 - 79% = 3 points
D - 60 - 69% = 2 point
F - 59 and below = 0 point

To receive AP credit, the appropriate AP exam must be taken at the end of the school year. All AP teachers have received state required AP training. 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 competing an Additional Training Plan.

The grading scale and numeric values for all other courses offered shall be as follows:

A -	90 - 100%	=	4 points
B -	80 - 89%	=	3 points
C -	70 - 79%	=	2 points
D -	60 - 69%	=	1 point
F -	59 and below	=	0 point

A student enrolled in an Advanced Placement course is expected to complete the entire year long course. Students must successfully complete both the course and the corresponding AP exam to receive weighted credit for the course (Act 102 of 2003).

ADVANCED PLACEMENT (AP) COURSE DROP POLICY
Students seeking to drop an AP course MUST FOLLOW THE AP DROP POLCIY. Dropping the course will require the AP teacher's recommendation, as well as approval by the school counselor, building principal, and AP coordinator. Students will not receive weighted credit for courses dropped at semester.

1. Students will not be allowed to drop an AP course until the first quarter has ended. (1st 9 weeks)
2. Following the fifth week of the first quarter, the students must meet with the principal, counselor, and AP instructor to identify reasons for wishing to drop the course.
3. There will be a four week waiting period following these meetings, during which the student must continue to participate in the AP course.
4. The student's efforts must be appropriately documented on an AP drop request form. This documentation will require the signature of both the student's parent and AP teacher.
5. If, at the end of the four week wait period, the student has satisfied all requirements for dropping the course, and still wishes to drop, the student will be removed.
6. If the student has not made efforts to improve class performance, they will NOT be allowed to drop. Students may only drop an AP course if they follow the steps outlined above and after the first nine weeks or at the end of the first semester. Students may not drop an AP course during the second semester.

ADVANCED PLACEMENT (AP) EXAM POLICY
Students enrolled in AP courses are required to take applicable AP exams at the end of spring semester. The District pays testing fees for AP exams taken as scheduled. A student who misses the scheduled AP exam must pay the testing fee (currently $40) for the make-up exam. If the student misses the make-up exam, the student must pay the additional testing fee ($40) for that exam. A student who misses a regularly scheduled AP exam and does not take the make-up exam will not receive weighted credit for the AP course.

A student who misses a scheduled AP exam may be excused from paying the fee for a make-up exam only in extreme circumstances such as a death in the family or sickness documented by a doctor's note.

Section 3: HONORS COURSES

Honors classes are offered to ensure readiness for learners in AP classes. Students must meet the required criteria put in place by the Crossett School District to be enrolled in these classes, The criteria for enrollment will be available for review at the building level by students and parents.

Section 4: AUDITING COURSES
Students are afforded the privilege of auditing classes under the following circumstances:

(1) It will be at the discretion of the Principal to allow a student to audit a course.

(2) If the student plans to enroll in the class for the second semester for credit, the student may audit the first semester in an effort to have a firm foundation to be successful during the upcoming semester.

(3) Students who enroll at CHS from a private but not accredited school, may audit courses for the remainder of that semester. This will be done in an effort to prepare students for the semester exams

that the enrolling student MUST pass to gain/earn credit.

(4) For the purpose of class rank, students who audit a course that they have previously passed for credit will have their GPA calculated as if they received credit for the course.

Section 5: CONCURRENT CREDIT - See Policy 5.22.

Section 6: CORRESPONDENCE WORK
Only students classified as seniors will be allowed to take correspondence work to complete their graduation requirements. Students desiring to take correspondence work should contact the counselor to learn what courses are available and to get approval to enroll in one. A maximum of two credits may be earned in this manner. If a student fails the first semester of English, he/she may make up the semester by taking a correspondence course, but he/she cannot use a correspondence course for either semester unless he/she has failed that semester.

Section 7: DETERMINATION OF CREDIT FROM ACCREDITED SCHOOLS

See the following policies for more information: Entrance Requirements, Policy 4.2; Student Transfers, Policy 4.4.

Any student transferring from a school accredited by the Arkansas Department of Education to the Crossett School District shall be placed in the same grade had the student remained in his/her former school.

Upon the enrollment of a transfer student from an accredited school, the counselor will determine a tentative schedule of classes based on the statement of the student as to which courses have been completed or documents brought by the student from the sending school. The counselor will send a request to the former school for official school records. After receipt of these records, grades are transferred to the current records. If a letter grade is sent, then the same letter grade is recorded. If percentage grades are sent the percentage grades will be converted into letter grades based on the sending school's grading scale. If no grading scale can be obtained from the sending school within 60 days from the date of enrollment, those percentage grades will be converted into letter grades based on the Crossett High School grading scale.

Once the grades are recorded on the official transcript, they are final at that time.

All credits are accepted at face value and transferred to the CHS transcript. Arkansas law and Arkansas Department of Education guidelines are followed in creating a graduation checklist for the transferring student. In computing GPA for purposes of ranking, Crossett High School will transfer in and count in the ranking GPA, only those courses that have weighted status at Crossett High School. All AP courses will be weighted in compliance with state mandate.

If a student enters in the middle of a grading period, the transfer grades are added with the grades the student receives in the Crossett District. If that grade is passing, then the student receives credit for that semester.

Middle School Grades 5-8
For students transferring to CMS at the fifth - eighth grade level, final grades at the end of the year (both semesters averaged together) will be used to determine if a student passes a subject and, therefore, gets credit for it.

Section 8: DETERMINATION OF CREDIT TO BE GIVEN GRADES 9-12 NON-ACCREDITED OR HOME SCHOOLED

Please refer to the following policies for more information: Entrance Requirements, Policy 4.2; Student Transfers, Policy 4.4; Homeschooling, Policy 4.6.

l. A student will be required to take tests in each academic area for which credit has been successfully earned as a home schooled student or a non-accredited school student. Tests will only be given in subject areas that are taught in the Crossett School District. The tests will be constructed or chosen by the appropriate teachers within each department. Sixty percent (60%) achievement will be required for passing the test for credit. No letter grades will be issued, only "CR" for credit earned. The counselor will supervise the acquisition and administration of the test(s). If no counselor is available, the curriculum coordinator will oversee the administration of the test(s).

2. A committee of teachers, counselor, principal, parents of the student, and student wishing to enroll

will meet to evaluate proper placement and units of credit to be accepted after the student has taken the required tests. The school retains the option to reconsider placement during the school year.

3. Any student transferring from "home school" or a school not accredited by the Arkansas Department of Education, shall be evaluated by the staff to determine the student's appropriate placement.

Section 9: DISABLED STUDENTS
When a disabled student wishes to re-enter public schools from home schooling or a non-accredited school, he/she will be placed according to the recommendation made by the Individual Education Program Committee.

Section 10: FOREIGN EXCHANGE STUDENTS
The Crossett School District is interested in furthering international learning and understanding through international education and exchange programs. In the furtherance of this interest, the District admits foreign students, tuition-free, to its school through recognized exchange programs that operate on a nonprofit basis. Students eligible for tuition-free attendance will be chosen by the building principal based upon criteria which has been set by the School Board. See Board Policy Manual for details.

Section 11: GRADE LEVEL CLASSIFICATION OF STUDENTS
Students are classified according to the minimum number of solid credits passed. The classification scale is as follows:

Sophomore	5.5 credits
Junior	11 credits
Senior	16.5 credits

Section 12: GRADING AND REPORTING SYSTEM
The faculty uses a standard grading system that is designed to encourage good learning habits and to protect the student who works well each day. The system is based on percentage. Teachers keep their records in percentage form. Grades are based on academic performance only.

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

All grades become permanent once they are added to the student's individual transcript. A failed grade in a course is not replaced on the student's transcript when the course is repeated. The grade earned when the course is repeated will also be added to the student's transcript. Both grades will be calculated into the student's cumulative GPA.

A report card will be issued for each subject at the end of each quarter. However, the semester grade is the one that is recorded on the student's transcript.

Students will receive summative assessments in each nine (9) weeks grading period based on the number of units completed during a nine (9) week grading period. Mid-nine (9) weeks reports will be sent home each grading period with the student. Grades will be posted to ESchool weekly.

All grade level conferences with parent(s) and/or guardian(s) shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document the participation (or non-participation) in a required conference.

Each teacher shall meet with the parent(s) or guardian(s) of each student once a semester through a parent/teacher conference (1st and 3rd grading periods), by telephone or a home visit.

More frequent communication shall occur with the parent(s) or guardian(s) of a student not performing at the level expected for the student's grade. If a student is to be retained at 5th through 8th grade level, a notice of retention and a reason for retaining the student shall be communicated promptly in a personal conference. Beginning with 9th grade, grade placement is based on number of credits.

Section 13: HONOR GRADUATES
To be designated as an honor graduate, a student must be a completer of the core curriculum and meet the criteria as set forth in the chart below. For the purpose of selection of honor graduates, grade point will be computed at the end of the fourth grading period of the senior year. ***Valedictorian*** and ***Salutatorian*** will be calculated at the end of the fourth grading period of the senior year.

Honor Graduate Guidelines: Graduating seniors have the opportunity to achieve one of 3 levels of honor status: *Cum Laude* Graduate, *Magna Cum Laude* Graduate, or *Summa Cum Laude* Graduate based on the following criteria.

Honor Graduate	Class of 2027	
Levels	GPA	#AP/Concurrent Courses
Cum Laude	3.50	3
Magna Cum Laude	3.75	4
Summa Cum Laude	4.00	4

Honor Graduate	Class of 2028 & thereafter	
Levels	GPA	#AP/Concurrent Courses
Cum Laude	3.50	4
Magna Cum Laude	3.75	4
Summa Cum Laude	4.00	4

Students graduating in 2028 and thereafter will be considered:

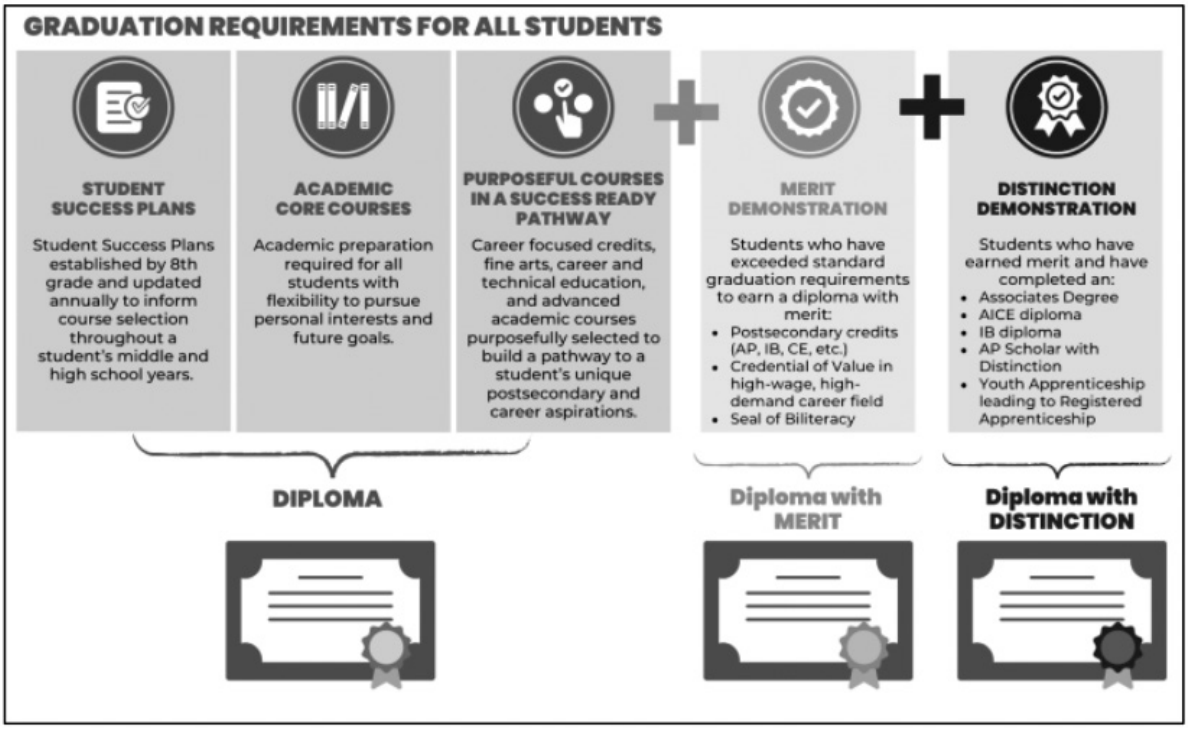
Cum Laude Graduates by successfully completing the core curriculum as well as four (4) AP courses or Concurrent Courses or a combination of AP and Concurrent Courses Honors graduates must hold a 3.5 GPA as computed at the end of the fourth grading period of the senior year.

Magna Cum Laude Graduates by successfully completing the core curriculum as well as four (4) AP courses or Concurrent Courses or a combination of AP and Concurrent Courses. High honors graduates must hold a 3.75 GPA as computed at the end of the fourth grading period of the senior year.

Summa Cum Laude Graduates by successfully completing the core curriculum as well as four (4) AP courses or Concurrent Courses or a combination of AP and Concurrent Courses. Highest honors graduates must hold a 4.00 GPA as computed at the end of the fourth grading period of the senior year.

Concurrent Courses: A student who successfully completes a Concurrent Course will receive credit toward the Honor Graduate requirements. Weighted credit will be given for concurrent courses that have been approved by DESE to receive weighted credit.

Section 14: DIPLOMA WITH MERIT OR DISTINCTION- GRADUATING CLASS OF 2028 AND BEYOND
Starting with the ninth-grade class of 2024–2025, students can pursue flexible college and career readiness pathways that guide course selection and progress toward graduation. These success-ready pathways support purposeful planning aligned with postsecondary and career goals, and completion may qualify students for a Diploma with Merit or Distinction. *See graphic.*



Information about available Success Pathways and how to achieve a Diploma with Merit or Distinction will be shared with incoming ninth grade classes.

Section 15: HONOR ROLL
For students to be eligible for the honor roll at the end of a particular grading period, he/she must have no grade below "B" in any class in which he/she is enrolled. The determination of semester honor roll is achieved by averaging the 1st quarter, 2nd quarter and semester exam grades resulting in a semester grade.

Section 16: MILITARY CREDIT
In accordance with State Law, Arkansas Code Annotated §6-145-201, a student in grades 11 and 12 who participates in the "Split Level Training Option" offered by the Army National Guard may receive 1 unit in elective high school credit.

Section 17: POLICY ON ENGLISH AND MATH FAILURES (9-12)
Students who fail English or Math must make up that credit in summer school at the end of that school year at their own expense. Those students who are behind a whole grade level in either English or Math should attend summer school to catch up and get back on track to graduate with their class.

Summer school will not be available to students for the purpose of getting ahead a grade level. Only one grade level of English may be taken during the regular school day schedule.

Section 18: SCHEDULE CHANGES.
Schedule changes will only take place until the deadline date established by the administration. Every effort is made in pre-enrollment during the spring and summer to provide information to students and parents as to relevant course content. All class changes must be made before the first day of school. Class changes after the first day of school will be made only in extreme cases, such as injury or other unavoidable circumstances. Once classes begin, teachers may recommend changes based on the following: 1) Errors made in assignment, 2) Student failure of previous semester and 3) Level change.

Section 19: SCHOLARSHIP INFORMATION

ACADEMIC CHALLENGE/LOTTERY SCHOLARSHIP PROGRAM
The Academic Challenge Program provides scholarships to Arkansas residents pursuing a higher education. Funded in large part by the Arkansas Scholarship Lottery, the Academic Challenge Scholarship is available to students regardless of their academic status, whether just graduation from high school, currently enrolled in college, enrolling in college for the first time, or re-enrolling after a period of time out of college.

Requirements: Starting with the class of 2016, the only requirement is a 19 on the ACT or ACT equivalent score, FAFSA Required.

For more information go to https://sams.adhe.edu/Scholarship

ARKANSAS FUTURE GRANT (ArFuture)
Arkansas Future (ArFuture), is the newest state grant program. The purpose of this grant is to increase the education and skills of Arkansas's workforce in an affordable manner. The grant applies to students enrolled in Science, Technology, Engineering and Math (STEM) or regional high demand areas of study. The grant will cover tuition and fees for qualifying certificate and Associate degree programs at Arkansas' public institutions for eligible students. The grant is available on a first come, first serve basis.

Requirements:
An Applicant must:
- Have either graduated from an Arkansas public school, private school, home school or received high school equivalency diploma approved by the Department of Career Education; or
- Verify that he or she has resided within the state for the three (3) years immediately preceding application and has either:
  - Graduated from an out-of-state high school, private school, home school or received a high school equivalency diploma approved by another state.
- Be enrolled part-time or full-time at an approved institution of higher education in a program of study that leads to an associate degree or a certification in a STEM or regional high demand field.
- Complete the Free Application for Federal Student Aid (FAFSA)

For more information go to https://sams.adhe.edu/Scholarship

CROSSETT COMMUNITY SCHOLARSHIPS
Students may apply for these scholarships through the counselor's office at Crossett High School.

GOVERNOR'S DISTINGUISHED SCHOLARSHIP
The Governor's Distinguished Scholarship is the most academically rigorous scholarship program offered for those graduating seniors scoring either 32 on the ACT or 1410 on the SAT, and a 3.50 academic grade point average. Those who are named National Merit Finalists or National Achievement Scholars may qualify without meeting the GPA requirement, but must still meet the ACT/SAT requirement. The scholarship pays tuition, mandatory fees, room and board up to $10,000 per year.

Requirements: At least a 32 ACT (1410 SAT) and a 3.5 GPA to apply. FAFSA not required.
Award Amount: $10,000 per year.

For more information go to https://sams.adhe.edu/Scholarship

Section 20: SELECTIVE SERVICE REGISTRATION
In compliance with Arkansas Code Annotated §6-18-103, the high school shall provide to a student thirty (30) days before the student's eighteenth birthday a Military Selective Service registration form along with instructions for completing and returning.

Section 21: SEMESTER TEST EXEMPTION
All students grades 9-12 will be expected to take comprehensive semester tests. A student who is suspended during the testing time will be allowed to return only for testing.

Exemption from the second semester tests will be available to students in grades 9-12. However, any student who does not meet the exemption requirements stated below will be expected to take these tests.

EXEMPTION REQUIREMENTS:
A score of "Ready" or "Exceeding" on a State assessment in a tested course OR
(1) "B" average or better
(2) No more than two (2) unexcused absences in the class
(3) No truancies
(4) No more than three tardies in the class
(5) No suspensions or assignments to ISS.

Special consideration will be given for medical and extenuating circumstances at the principal's discretion.

Section 22: SENIOR AWARDS. Seniors are recognized for their academic excellence and participation in various service organizations. Students who participate in extracurricular clubs and service organizations sponsored by Crossett High School will receive cords or other regalia appropriate to a particular organization at Senior Awards Night.

Seniors of Distinction: Seniors who have a minimum cumulative grade point average of 3.0 will be eligible to be recognized as a Senior of Distinction. Eligible Seniors will be required to complete a form to list their academic accomplishments and participation in extracurricular activities. Candidates will also be required to submit two teacher recommendations. These students will then be listed on a form. All CHS faculty members will vote using a rating system. The top twelve (12) students who receive the most votes will be recognized as Seniors of Distinction.

Section 23: WAIVER POLICY FOR THE GED PROGRAM
The Crossett Schools may grant a waiver of attendance for 17 year old students to enter an adult high school GED Program provided the following requirements have been met:

1. The student and his parent or guardian make formal (written) application to the principal and counselors of the school in which he is attending.

2. After the formal application, the principal, the counselors, and the past and present teachers will confer concerning the request. If these parties agree that it is in the student's best interest to be given a waiver, the next step is to be taken.

3. After step two and prior to any further action on such application, the student shall be administered a Test for Adult Basic Education (T.A.B.E.) under standardized testing conditions. The student shall score 8.5 on each section of the complete battery.

4. When the T.A.B.E. scores are returned, the student and the student's parent, guardian, or persons *in loco parentis* then meet with the school counselor and administrator to discuss academic options open to the student.

5. The adult education program shall have the opportunity to review the student's test scores and school record. They may agree to admit the student provided that the principal, counselors, and teachers are in agreement that final approval has been given by the Superintendent that this would be in the student's best interest.

6. The adult education program shall require, for continued enrollment, a minimum of twenty (20) hours per week and they shall agree to provide monthly attendance reports to the Crossett School District superintendent. The student and the Students parent, guardian, or person *in loco parentis* shall agree in writing that the student will have regular attendance and appropriate conduct.

7. If all previous steps are met and the Adult Education Program agrees to accept the student, the superintendent of Crossett School District will write a letter granting a waiver of attendance.

In the event that a student does not attend class as mandated by Act 837 and by these guidelines or in the event that the student disrupts or is a threat to the learning environment of adult education classes or in the event that the student does not make reasonable progress toward completion of the adult education curriculum, the student shall re-enroll in the public schools within (5) days from the date that the student is released from the Adult Education Program. Once a student has been expelled from the Adult Education Program, he/she must re-enroll with the public school or he/she will be referred to the juvenile justice system for non-attendance in accordance with Act 572 of the 1995 General Assembly.

CHAPTER II - SERVICES

Section 1: GUIDANCE. Counselors are available to help with educational, vocational, or personal problems. Students may obtain a pass from study hall to visit with the counselor. Students should not visit the counselor during class time unless they have a pass from the counselor.

Section 2: LIBRARY. Students may come from classes or study hall to do assigned work requiring library materials. If more than 5 students come at the same time, the teacher should check with the librarian first.

A pass stating the time students leave the classroom and when they are expected to return will be required for admittance. The librarian must sign the pass if students leave before the period is up. Teachers should appoint a student to help with circulation routines, if needed, when classes are scheduled. Students from other classes must have special permission to use the library when classes are in attendance. Items checked out of the library must be returned in original condition to avoid fines being imposed.

Section 3: LOCKERS. Lockers are assigned through the office of the principal or his/her designee. Students are required to furnish their own locks. These locks must be purchased through the principal's office. Lockers are for the storage of books and personal belongings of the students; therefore, the locker should be locked at all times. The school does not assume responsibility for articles missing or stolen from lockers. Lockers are the property of the school, and the school, therefore, reserves the right to search individual lockers.

Section 4: OFFICE TELEPHONES. Office telephones are for office use only, except in emergencies. Students are not to be let out of class to use telephones, except, in cases of extreme emergency. Phones may be used only after obtaining permission from authorized personnel.

Section 5: TEXTBOOKS. Basic textbooks will be furnished to all students in all classes. The student is responsible for the care and protection of the books issued to him/her. If the books are lost or returned in a condition indicating misuse or carelessness, the student will be required to pay for the book or books. No credit will be given on a subject until the book issued to the student is returned in good condition or paid for by the student.

Section 6: TRANSCRIPTS. Transcripts will be provided upon written request only. According to the Federal Privacy Act, either parent/guardian of a student under age 18 may be provided a transcript upon a signed request by that parent/guardian. After students reach age 18, only they have access to their records, including transcripts. (Certain exceptions are granted by the Federal Privacy Act.) Transcript request forms are available in the counselor's office or online at the district website.

All transcripts, whether official or unofficial, will cost $5.00 with the exception of transcripts that are required for certain academic programs for students. Upon graduation, a student will be provided one (1) free completed transcript.

CHAPTER III - CLUBS AND ACTIVITIES

Section 1: ASSEMBLIES. Assemblies, pep rallies, and club meetings will be announced in the daily bulletins. Assemblies are an integral part of the curriculum and as such are designed to be educational as well as entertaining. They provide one of the few opportunities in school to learn formal audience behavior. At all times the student's behavior should be refined and courteous. An indication of the cultural level of a school is the conduct of its student body at an assembly. Whether guests are present or not, each student is personally responsible for the impression made by the school as a whole. Unacceptable conduct includes whistling, talking, or any other action that detracts from the program. Students at assemblies are subject to the same disciplinary action as practiced in the classroom.

Section 2: CLASS OFFICERS. During the first quarter of the school year the following class officers will be elected for each class: President, Vice President, Secretary-Treasurer, Reporter. These officers will work closely with the student council members to develop school spirit and a feeling of unity among the student body.

SECTION 3: COMMENCEMENT PARTICIPATION
Students are not required to participate in commencement exercises to graduate from Crossett High School. However, the student must agree to certain conditions to be eligible to participate:

A. Student must indicate one month prior to graduation his/her desire <u>not</u> to participate.

B. Student must fulfill all credit conditions as specified in the handbook or the conditions of the IEP in order to participate in commencement exercises.

C. Student must agree to rules and regulations that govern the commencement including:
(1) Student must wear appropriate dress and shoes as directed by commencement committee.
(2) Student conduct must be commensurate with school policies. Appropriate behavior shall include the following:
(a) Reporting to designated place on time and properly dressed
(b) Cooperating with organizers

(c) Being free from alcohol/drugs
(d) Not smoking on school grounds.

(3) Students must attend all practice sessions unless proof is presented to principal that sickness or death in the family prevents the student from doing so.

D. Commencement night procedures will be as follows:

(1) Requirements for entrance:
(a) Meet screening committee at the entrance to CHS Arena.
(b) Admittance gained only after being checked for above requirements.
(c) Name card given if acceptable.
(d) Name card is admittance ticket to ceremony.

(2) Procedure for admittance:
(a) Students will be checked at the entrance to the Arena if the ceremony is held on the field, or if the ceremony is held in the CHS Arena.
(c) Have name card to show sponsors as lines are formed.
(d) Exhibit proper behavior and attitude during the entire preparation and ceremony.

E. Recognition of Valedictorian and Salutatorian and selection of speakers at commencement will be as follows:

(1) Names of students who are Valedictorian and Salutatorian of the senior class will be designated in the program at commencement and will be announced at the commencement exercises.

(2) The Valedictorian and Salutatorian will be given first opportunity to speak at commencement. The Class President will provide the Welcome unless the Class President is either the Valedictorian or the Salutatorian, then the Welcome will be given by a senior who auditions for the speaking role. In addition, the prayer will be given by a senior who auditions for that specific speaking role. In order to audition for either of the speaking roles, seniors of the graduating class must sign up with the student council sponsor. The seniors who audition will create an original short speech to present in front of a panel of teachers. The panel of staff will score the speeches based on a rubric and then announce who will be delivering the welcome and/or the prayer at the commencement ceremony.

F. Persons leading in the class for commencement will be the Valedictorian and the Salutatorian of the senior class.

Section 4: DISTRIBUTION OF LITERATURE

A. Students shall have the right to distribute and possess literature including, but not limited to, newspapers, magazines, leaflets and pamphlets, except that the district may prohibit a specific issue of a specific publication if there is substantial factual basis to believe its possession or distribution will cause, or is causing, substantial disruption of school activities.

B. Students may distribute literature which has been approved by the administration in charge at a time and place that will not interrupt or interfere with the school activities.

C. All petitions shall be free of obscenities, libelous statements, and personal attack and shall be within the bounds of reasonable conduct. Students signing such petitions shall be free from recrimination or retribution from members of the staff and administration.

D. The administrator who receives a valid petition shall acknowledge receipt of the petition and respond within a reasonable length of time.

Section 5: FIELD TRIPS/REWARD TRIPS. Field trips may be planned to extend or enrich learning. Reward trips may be planned to increase student motivation. In the event that students must be transported on school buses, the students must follow the transportation rules found at **Conduct To and From School and Transportation Eligibility.**

Students who choose to participate in field trips for clubs/activities that require students to miss classes during a regularly scheduled school day must be in "good standing" in all current courses. Students must have a passing grade in each of their current courses in order to participate in a field trip that would require their attendance during the school day. It is the responsibility to the club/activity sponsor to verify the student's progress in each of her/her classes. Students who missed classes due to a field trip are responsible for all missed work. Furthermore, previously announced deadlines will be honored. Final decision is at the discretion of the Building Administrator.

Section 6: HOMECOMING COURT SELECTION

A. Eligibility:

(1) Only girls classified as seniors are eligible.

(2) Anyone selected for the court must have a 2.0 or above grade average.

B. Procedure:

(1) The homecoming court will be selected by the senior class at an unannounced election. The date for the election will be determined by the student council sponsor.

(2) The ballot will consist of one list in alphabetical order of all eligible senior girls. All ballots will be counted and verified by the Superintendent, the principal, and assistant principal. To prevent campaigning for queen, the names of the homecoming court shall be kept secret until the ballots for queen are distributed to the members of the senior class.

(3) Each member of the senior class will vote for 10 girls. The first six members of the court must consist of three majority girls and three minority girls. The three majority girls who get the most votes and the three minority girls who get the most votes will make up the first six members of the homecoming court. After the first six members have been selected, the remaining four members will be those girls, regardless of race, who receive the most votes.

(4) The student council sponsor will place the names of the homecoming court on a ballot. The homecoming queen will be elected by the senior class at an unannounced election at a time determined by the Principal. Each senior may vote for one girl for queen from the court members. The girl receiving the most votes will be elected queen. In case of a tie, both girls will serve as queen. The announcement of the queen will not be made until the afternoon coronation ceremony and will be a part of that ceremony.

(5) The announcement of the queen will not be made until the afternoon coronation ceremony and will be a part of that ceremony.

(6) The homecoming court members and the student council sponsor will plan the homecoming ceremony.

(7) The queen shall not wear a special attire or dress that is different from other members of the homecoming court at both the homecoming assembly and the football field ceremony. Dress for the football field ceremony will be coordinated with the student council sponsor.

(8) Senior members of the football team will escort the homecoming court.

C. General Guidelines. At all times during the homecoming preparations, a definite effort will be made to keep expenses for the court at a minimum and well within the financial resources of all members of the court.

Section 7: RIGHT TO PROHIBIT ATTENDANCE AT EVENTS

The Crossett Public School District reserves the right to prohibit any individual's attendance at any activity if that person poses a threat to the orderly conduct of that activity.

Section 8: SCHOOL DANCES

A. Junior and Senior Prom: Only Crossett High School juniors and seniors and their one guest/date are eligible to attend the Junior and Senior Prom. Guest/date should be no younger than 9th grade in school and no older than twenty (20) years of age.

B. Homecoming/Sadie Hawkins: All Crossett High School students (grades 9-12) are eligible to attend both of these dances and should bring a one guest/date with them. Guest/date should be no younger than 9th grade in school and no older than twenty (20) years of age.

C. Dress Code: Dress for all dances associated with Crossett High School should be school appropriate. If students or parents have questions, before purchasing attire, the Principal should be consulted.

D. Other Events: The CHS dress code and age requirements apply to all events sponsored by Crossett High School.

Section 9: SCHOOL PUBLICATIONS.

A. No Arkansas law exists which would prohibit students from establishing and maintaining a student or school newspaper, if this publication is to report school news.
B. Students have the right to editorialize.
C. Students must refrain from printing anything which might contain obscene language or libelous materials.
D. Students must present materials to be submitted for a publication to the sponsor of publications for approval.
E. The sponsor of publications must be ready to advise students about appropriate materials.

Section 10: STUDENT ORGANIZATIONS. Non curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

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

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

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

Section 11: USHER SELECTION FOR GRADUATION. Ushers for graduation will be selected in the following manner. The top ten (10) students in the junior class as determined by cumulative grade point average (GPA) at the end of the first semester will be used as ushers for graduation. If a student chooses not to participate who is in the top ten (10), then there will be fewer than ten (10) ushers used. That student will not be replaced with another student.

CHAPTER IV - GLOSSARY

DEFINITIONS OF TERMS. As used in this handbook, the following terms will have the meanings indicated:

A. Crossett School District. This refers to Crossett School District No. 52 of Ashley County and specifically to grades K through 12.

B. Crossett School Board. The duly elected members of the School Board for Crossett School District No. 52 of Ashley County.

C. Student. This means any student enrolled in grades K through 12 of Crossett School District.

D. Parent. The natural parent, adoptive parent, guardian, person who acts as a parent of any student enrolled in grades K through 12 of Crossett School District.

E. Teacher. Any certified employee of the Crossett School District.

F. Principal. The Principal is the person hired by the Board to oversee operations of the school.

G. Superintendent. The Superintendent is the person hired by the Board to oversee operations of the Crossett School District.

H. Suspension. The dismissal from school for a period of time that does not exceed ten (10) days.

(Defined by Act 742 of 1997).

I. Expulsion. The dismissal from school for a period of time that exceeds ten (10) days. (Defined by Act 742 of 1997).

J. Controlled Substance. Any controlled substance as that term is now or may hereafter be defined by the Arkansas Uniform Control Substance Act, all intoxicating liquors including spirituous, vinous and malt liquors of every kind including native wines, except such drugs which have been prescribed by a licensed physician, dentist or other health care provider for the student's use and consumption and which are located in a properly labeled container with the student's name or the parent's name and description of the drug.

K. Paging Devices. Beepers, cell phones, iphones or similar electronic devices normally used for notifying a person to return a telephone call.

L. Weapon. Any explosive, hand gun, rifle, shotgun, pellet gun or other firearm, razor, ice pick, metal knuckles, slap jack, knife (blade 3 1/2 inches or more), club, or other instrument or implement capable of inflicting serious physical injury or death.

NOTE: One exception to the definition of weapon is prescribed by Legislative Act 130 of 1995. A Civil War Era weapon may be permitted on property if certain criteria are met:

(1) The weapon must be actual or authentic reproduction of the American Civil War (1861-1865).

(2) It must be used as a part of a reenactment of the American Civil War by a member of an organized group.

(3) The member of group has obtained permission from a school office (superintendent or principal) in advance to the reenactment.

M. Insubordination. The refusal or continued failure of a student to obey a school employee or to obey the school laws of Arkansas.

N. Disruptive Conduct. Any defiant or hostile acts which disrupt classes or other school activities or programs.

O. Disturbing the Peace. Any loud, abusive, profane, threatening or obscene language and the use of any such language whether addressed to a specific person or not.

This handbook was approved by the Crossett School District Board of Education on July 13, 2026.

SECTION 9: REQUIRED SIGNATURES

2026-2027 Parent/Student Signature Form for Important Annual Notices

Public school districts throughout Arkansas are required by state and federal laws to notify parents/guardians of certain policies and procedures that affect the education community. As a parent/guardian you are required to acknowledge that you have read and understand each important annual notice and that you have reviewed it with your child as appropriate.

Please initial each line indicating that you have read the related documents. Then sign and return to your child's school one week after receiving a copy of the CSD Parent/Student Handbook.

INITIALS	CROSSETT SCHOOL DISRICT POLICY SIGNATURE PAGE
	I have received a copy of the CSD Handbook and I have reviewed the Attendance Policy. Page 18
	I have received a copy of the CSD Handbook and I have reviewed the Discipline Policies. Page 62
	I have received a copy of the CSD Handbook and I have reviewed the Homework Policy with my child. Page 51
	I have received a copy of the CSD Handbook and I have reviewed the Parental Involvement Summary. Page 10
	I have received a copy of the CSD Handbook and I have reviewed the Transportation Policy with my child. Page 121
	I have received a copy of the CSD Handbook and I have reviewed the Google Use Permission Form and my child (check one) ____ MAY participate in using Google Applications ____ MAY NOT participate in using Google Applications. Page 83
	I have received a copy of the CSD Handbook and I have reviewed the Student Electronic Device and Internet Use Agreement with my child. I agree to be bound by the terms and conditions of this agreement. Page 82
	I have received a copy of the CSD Handbook and I have reviewed the Permission to Display Photo of Student on Website policy and (check one) ____ I DO grant permission ____ I DO NOT grant permission to the District to display/edit the photogram or video clip of me/my student according to the guidelines of the policy. Page 55
	I have read the Chromebook Agreement and I agree to accept and follow the guidelines. Page 142

Student's Printed Name	Student's Signature
Parent/Guardian Printed Name	Parent/Guardian's Signature
Street Address	Home/Cell Phone Number
City, State, Zip Code	Parent's/Guardian's Work Phone Number

These additional Forms must be signed and submitted to your child's school along with this signature page:

Parental Consent to Release of Personal Identifiable Information
Medical Emergency Form
Objection to Publication of Directory Information
Objection to Physical Examinations or Screenings

CROSSETT SCHOOL DISTRICT

CHROMEBOOK AGREEMENT

PLEASE READ FOLLOWING DOCUMENT AND SIGN THE HANDBOOK SIGNATURE PAGE IN ORDER TO RECEIVE A CHROMEBOOK

By signing the Signature Page, the student and parent/guardian agree to follow and accept:

- Student Computer and Internet Use Policies (See Crossett School District Student Handbook)
- This Chromebook Agreement in its entirety
- The Website and Social Media Guidelines
- That Crossett School District owns the Chromebook, software, and issued peripherals
- If the student ceases to be enrolled in Crossett School District, the student/parents will return the Chromebook in good working order or pay the full replacement cost of the computer. In addition, the student must also return both the Chromebook and AC adapter. Students may be charged for any piece that is not returned.
- In no event shall Crossett School District be held liable to any claim of damage, negligence, or breach of duty.

Chromebooks that are not returned prior to student departure for the summer or withdrawal from school will cause the school district to file a criminal complaint with the appropriate law enforcement office.

Website & Social Media Guidelines

Think before you act because your virtual actions are real and permanent!

Be aware of what you post online. Websites and social media venues are very public. What you contribute leaves a digital footprint for all to see. Do not post anything you wouldn't want friends, enemies, parents, teachers, future colleges, or employers to see.
Follow the school's code of conduct when writing online. It is acceptable to disagree with other's opinions; however, do it in a respectful way. Make sure that criticism is constructive and not hurtful. What is inappropriate in the classroom is inappropriate online. Be safe online. Never give out personal information, including, but not limited to, last names, phone numbers, addresses, exact birth dates, and pictures. Do not share your password with anyone besides your teachers and parents.
Linking to other websites to support your thoughts and ideas is recommended. However, be sure to read and review the entire website prior to linking to ensure that all information is appropriate for a school setting.
Do your own work! Do not use other people's intellectual property without their permission. Be aware that it is a violation of copyright law to copy and paste other's thoughts. It is good practice to hyperlink to your sources.
Be aware that pictures may also be protected under copyright laws. Verify that you have permission to use the image or that it is under Creative Commons attribution.
How you represent yourself online is an extension of yourself. Do not misrepresent yourself by using someone else's identity.
Online work should be well written. Follow writing conventions including proper grammar, capitalization, and punctuation. If you edit someone else's work, be sure it is in the spirit of improving the writing.
If you run across inappropriate material that makes you feel uncomfortable or is not respectful, tell your teacher right away.

Signatures are required on the following individual forms for the policies listed and must be returned to the student's building principal one week after receiving a copy of the Handbook.

PARENTAL CONSENT TO RELEASE OF PERSONAL IDENTIFIABLE INFORMATION

2026 - 2027 School Year

Student Name: _____

Student Social Security #: _____

Student Identification #: _____

Primary Care Physician Name: _____

Medicaid Information:

Is your child covered by Medicaid? ❒ Yes ❒ No

If yes, please list the corresponding number _____

When the child was enrolled in the Medicaid program, parental consent to bill for services was received from the parent/guardian.

Parental Permission Information for the Release of Personal Identifiable Information:

Uner the Family Education Rights and Privacy Act (FERPA), parental permission is required in order to release student personal identifiable information to agencies not identified in the Act. This permission grants the CROSSETT SCHOOL DISTRICT (local education agency) the ability to release these records for the purposes of billing Medicaid. The information that may be released includes: student's name, student's date of birth, student social security number, student evaluation and referral information, IEP goals, and progress notes. The parent has the right to revoke this permission at any time.

Please check the following that apply:

❒ A. I give permission to the local education agency to access Medicaid to receive reimbursement for health-care services delivered to my child in the school. The local education agency can release education records each time that they access Medicaid for the purpose(s) of determining eligibility, billing services, and/or competing audit/review requests.

❒ B. I do not give permission for the local education agency to access Medicaid for health-care services delivered to my child in the school.

❒ C. My child is not covered by private insurance.

❒ D. My child is covered by private insurance (please see next page)

_____ _____

Parent or Guardian Signature Local Education Agency Official

_____ _____

Date Date

CROSSETT SCHOOL DISTRICT
STUDENT HEALTH/EMERGENCY INFORMATION SHEET
PLEASE PRINT AND FILL OUT COMPLETELY:
(TO BE GIVEN TO THE SCHOOL NURSE)

TEACHER: _____ GRADE: _____

STUDENT'S NAME: _____

PARENT TO CONTACT: _____ CELL#: _____ HOME#: _____

SECOND NAME TO CONTACT: _____ CELL#: _____ HOME#: _____
(RELATION TO STUDENT ABOVE): _____

LIST ANY MEDICAL PROBLEMS YOUR CHILD HAS: _____

LIST ANY PHYSICAL CHALLENGES YOUR CHILD HAS: _____

LIST ANY KNOWN ALLERGIES: _____

DOES YOUR CHILD USE INHALERS/EPIPEN/BENADRYL? YES OR NO (CIRCLE ONE)

WILL THEY HAVE ANY OF THE ABOVE AT SCHOOL? YES OR NO (CIRCLE ONE)

I GIVE THE SCHOOL DISTRICT PERMISSION TO CALL 911 IN THE EVENT I CANNOT BE REACHED AT THE ABOVE NUMBERS. **Signature of Parent or Guardian** _____

RELEASE OF MEDICAL INFORMATION: I HEREBY UNDERSTAND AND AUTHORIZE THAT MY CHILD'S MEDICAL RECORDS OR OTHER MEDICAL INFORMATION, FURNISHED TO THE SCHOOL, WILL BE SHARED WITH SCHOOL OFFICIALS AND EMERGENCY PERSONNEL WHO HAVE A LEGITIMATE MEDICAL/EDUCATIONAL PURPOSE FOR ACCESSING SUCH MEDICAL RECORDS AND INFORMATION.
PARENT SIGNATURE: _____ **DATE:** _____

RE-DISCLOSURE:
I understand that the Requestor (School District) will protect this information as prescribed by the Family Educational Rights and Privacy Act (FERPA) and that the information becomes part of the student's education record. The information will be shared with individuals working at or with the School District for the purpose of providing safe, appropriate and least restrictive educational settings and school health services and programs.

I have a right to receive a copy of this authorization. Signing this authorization may be required in order for the student to obtain appropriate services in the educations setting.

APPROVAL: _____ _____ _____
Printed Name **Signature** **Date**

_____ _____
Relationship to Patient/Student **Area Code and Telephone Number**

Crossett School District
Medication Form

NOTE: A separate form must be completed for each medication administered

Student's Name _____ Date of Birth _____ Grade _____

Name of Medication _____ **Dosage** _____

Time to be taken _____ **Ordering Physician** _____

Reason for Medication _____

In case of an Emergency, call _____

I certify that ***at least one*** dose of the medication has ***previously been given*** and **NO** adverse reactions were experienced. Therefore, I give permission for the school nurse (or designee) to administer the above medication to my child.

For an oral controlled substance, in the unavailability of a school nurse, ***the parent may delegate*** to the following designee, appropriate staff trained & checked off by the districts Registered Nurse on the 5 RIGHTS of Medication Administration, to administer the medication at school.

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

_____ _____
Parent or Guardian Signature Date

Note: Medication **MUST BE** in current original container from the pharmacy. The medication will only be administered according to the physician's directions on the container.

DATE	PILL COUNT	BROUGHT BY	INITIALS/INITIALS	COMMENTS

4.13F OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION
(Not to be filed if the parent/student has no objection)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Crossett School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, *etc*., is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

❒ Deny disclosure to military recruiters

❒ Deny disclosure to Institutions of post-secondary education

❒ Deny disclosure to Potential employers

❒ Deny disclosure to all public and school sources
Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information ***not being included in the school's yearbook and other school publications.***

❒ Deny disclosure to all public sources
Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information to be included in the school's yearbook and other school publications.

_____
Name of Student (Printed)

_____
Signature of Parent (or student, if 18 or older)

_____
Date form was filed (to be filled in by office personnel)

4.41F OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to the physical examination or screening of the student named below.

Physical examination or screening objected to:

_____ Vision test

_____ Hearing test

_____ Scoliosis test

_____ BMI Screening (Body Mass Index)

_____ Other, please specify _____

_____ Non-emergency, invasive physical examination as defined by Policy 4.41

Comments:

_____

_____

_____

_____
Name of Student (Printed)

_____
Signature of Parent (required if student is under 18)

_____
Teacher's Name

_____
Date form was filed (to be filled in by office personnel)

Date Adopted: February 14, 2005

Crossett School District Vision Statement

The vision of the Crossett School District is to prepare students to succeed in a global society.

Crossett School District Mission Statement

The mission of the Crossett School District is to provide a safe, caring and mutually respectful environment where each individual values education, is motivated, is accountable, and is focused on a "Tradition of Excellence."

Crossett School District Core Beliefs

We believe:

1. **Students deserve quality instruction that is engaging, challenging, and satisfying.**

2. **Students deserve teachers, administrators, and school personnel who are caring, competent, and knowledgeable.**

3. **All schools will provide a safe, caring, and orderly environment that is conducive to learning.**

4. **The success of our district will be measured by the ability of our students to excel in a global community.**

5. **Education is the foundation upon which we build the future.**

6. **Education is a privilege and responsibility shared by educators, students, parents, and community members.**

7. **Effective communication is essential to engage all stakeholders (educators, students, parents, and community members) in an effort to support the teaching/learning process.**

8. **Education is a lifelong process of acquiring and applying knowledge.**

9. **Our district should be a community of learning that supports cooperative and interactive environments.**

Crossett School District Board of Education

Mrs. Jenny Allen
Ms. Debra Barnes
Mr. Barry Burchfield
Mrs. Debbie Summers
Mr. Dale Martinie