RISON HIGH SCHOOL

GRADES 7 – 12

WILDCAT COUNTRY



WHERE TRADITION LIVES

STUDENT HANDBOOK 2026-2027

CLEVELAND COUNTY SCHOOL DISTRICT

DAVY KING – SUPERINTENDENT

LETITIA WALKER – PRINCIPAL

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School Year 2026 - 2027

Dates and events are subject to change

Fall Sports & Band Pics starting	August 4
Open House (4:00 – 6:00)	August 6
First Day of School	August 12
Labor Day (No School)	September 7
Fall pictures	September 9
Headstart Fall Pictures	September 16
Club & XC Pics	
Seniors and Fall Picture (Make-up day)	October 7
End of 1st quarter	October 9
Columbus Day (No School)	October 12
Staff Development (No student) & Parent/Teacher Conference (3:00 – 7:00)	October 19
Homecoming	October 16
ASVAB	
Fall Holiday (No School)	November16
Thanksgiving Break	November 23– 27
Semester Test	December 11 - 17
End of 2nd quarter	December 17
Christmas Break	December 18 – January 4, 2027
Staff Development (No school)	January 5
Students return to school	January 6
Martin Luther King Day (No School)	January 18
Parent/Teacher Conferences (3:00 – 7:00)	February 4
President's Day (No School)	February 15
ACT (11th grade only)	
End of 3rd quarter	March 5
Spring Break (No School)	March 22 – 26
Prom	April 16
ATLAS Test Window (3rd -10th grade) (RHS test dates TBD)	April 26 - May 28
Senior Awards Assembly	April 30
Senior Semester Test	May 3-10
AP Biology Exam	May 3
AP Chemistry Exam	May 6
AP English Literature & Composition Exam	May 5
AP US History Exam	May 7
AP Calculus AB	May 10
AP Pre Calculus	May 11
AP English Language & Composition Exam	May 12
Semester Test (Grade 7-11)	May 12 - 20
High School Graduation (Ceremony 7:00 PM)	May 13
Awards Assembly (7th- 11th grade) (subject to change)	May 12
Last day of School	May 20

Inclement Weather Days (IWD): March 19, April 23, April 26, May 7, and May 14. If school is closed due to weather or other unforeseen situations, we will use the IWD to make up for missed time. If we do not have to make up days, we will be out of school on the designated IWD.

2026 RISON WILDCAT SENIOR HIGH FOOTBALL SCHEDULE

DATE	OPPONENT	LOCATION	TIME
08/18	STAR CITY (SCRIMMAGE)	HOME	7:00
08/28	DEWITT	AWAY	7:00
09/04	CAMDEN HARMONY GROVE	HOME	7:00
09/11			
09/18	JUNCTION CITY	HOME	7:00
09/25	WEST HELENA	AWAY	7:00
10/02	DUMAS*	HOME	7:00
10/09	MCGEHEE*	AWAY	7:00
10/16	DREW CENTRAL * (HOMECOMING)	HOME	7:00
10/23	LAKE VILLAGE*	AWAY	7:00
10/30	FORDYCE*	AWAY	7:00
11/06	BARTON*	HOME	7:00
11/13	FIRST ROUND OF PLAYOFFS	TBD	7:00
11/24	SECOND ROUND OF PLAYOFFS	TBD	7:00
11/27	THIRD ROUND OF PLAYOFFS	TBD	7:00
12/04	SEMI-FINALS	TBD	7:00
12/12	STATE CHAMPIONSHIP	WAR MEMORIAL STADIUM	7:00

*8-AAA Conference Games

2026 RISON WILDCAT JR HIGH/7TH GRADE FOOTBALL SCHEDULE

DATE	OPPONENT	LOCATION	TIME
08/17	STAR CITY (SCRIMMAGE)	AWAY	7:00
08/27	DEWITT	HOME	5:30/7:00
09/03	CAMDEN HARMONY GROVE	AWAY	5:30/7:00
09/10			
09/17	BARTON*	AWAY	5:30/7:00
09/24	WEST HELENA*	HOME	5:30/7:00
10/01	DUMAS*	AWAY	5:30/7:00
10/08	MCGEHEE*	HOME	5:30/7:00
10/15	DREW CENTRAL	AWAY	5:30/7:00
10/22	LAKE VILLAGE*	HOME	5:30/7:00
10/29	FORDYCE*	HOME	5:30/7:00

* 8-AAA Conference Games

7TH grade game starts 5:30, Jr High games starts at 7:00

RISON HIGH SCHOOL STUDENT HANDBOOK
2026-2027

HANDBOOK COMMITTEE

Zach Branch
Angelia Crouse
Tony Fisler
Brandi Green
Ashleigh Johnson
Peggy Phillips
Josey Sorrells
Diana Taylor
Tish Walker

APPROVED BY THE CCSD BOARD OF DIRECTORS

June 2026

Video cameras are in use on the high school campus and on school buses. Recorded video and audio will be reviewed to monitor student behavior when necessary.

It is the policy of the Cleveland County School District to provide equal opportunities without regard to race, color, national origin, sex, age, qualified disability, or veteran status in its education programs and activities. This includes, but is not limited to, admissions, education services, financial aid, and/or employment.

MISSION STATEMENT

Rison High School is committed to providing an effective quality education to enable all students to reach their highest academic, social, physical, and emotional potential—with involvement from students, parents, and teachers.

FOREWORD

The purpose of the Rison High School Student Handbook is to acquaint pupils, parents, and teachers with information concerning Rison School.

We hope you will find the handbook a valuable resource in obtaining information regarding a wide range of student issues. If you have any questions concerning the information in the student handbook, feel free to call or visit our school.

Visitors to our school are always welcome. Upon arriving at Rison High School, please come to the principal's office so that we may issue a visitor's tag and/or assist you in any way we may.

SCHOOL COLORS AND EMBLEM

The colors of Rison High School are black and gold. These are used in all letters given by the school and in the uniforms worn by the athletic teams. The emblem is a Wildcat, and this name is applied to the yearbook and all athletic teams.

ALMA MATER

"Hail to the Old Gold,
Hail to the Black,
Hail to the Wildcats, And
dear old Rison High. We will
always love you,
And this our motto be:
Loyalty to Rison High -
We'll fight for V-I-C-T-O-R-Y." PHILOSOPHY

The administration, faculty, and staff of Rison High School have faith in and respect for the youth of this school and the broader community in which they live. We believe that this confidence is reciprocated and therein lies an awesome responsibility and a singular opportunity. We know that the youth of this community is its most prized possession and its greatest resource. It is, therefore, insistent that we provide opportunities for the emotional, moral, social, physical, and academic development of each individual to his/her fullest potential and to provide experiences which will enable one to be a more productive member of the society in which one lives. Formal education which equips its citizenry for productive and responsible citizenship should not be an end within itself but should also offer immediate aesthetic rewards which will continually enrich the lives of individuals.

In these days of rapid change, the necessity for an education that will be meaningful and worthwhile in the face of these changes is greater than ever.

It is the school's prime purpose to offer that academic preparation of its youth for which the other community institutions are not equipped in order that each individual may gain the most satisfying and productive life leading each to responsible American citizenship.

Youth need, want and seek proper direction from adults. Such direction must be firm, fair, and pointed always to the constructive end of self-discipline.

Youth must often be motivated to take learning seriously. Education must furnish them with the necessary tools to become capable and participating citizens and worthy guardians of the American way of life. To this end, we believe that youth must be challenged and taught to seek truth through knowledge and to accumulate wisdom through truth.

The school must see that no views are deliberately slanted toward any special interests within its program, nor should educators allow discriminatory actions against any individuals or groups. Students must be dealt with equally in terms of each and every educational opportunity as their own distinct individual abilities, personalities, and interests so dictate.

We believe in the infinite worth of the basic core curriculum of language arts, mathematics, science, and social studies as being those studies which promote the greatest opportunity for the maximum achievement on the part of all youth. We also

believe that the curriculum should provide for individual needs, even though minimum standards must be established in all of these subjects as to the various levels of instruction.

No educational system can properly do its job unless it is committed to working with the home, community, and other institutions in helping its students to know and understand themselves and the world around them. Through guidance, health, and other referral services, the school can provide for many kinds of informal instruction. The home and community must be encouraged to share directly in these responsibilities. We strive to operate with an understanding that allows individual teachers the freedom to develop their own philosophies within the broad framework of the school's philosophy.

CHARACTERISTIC OF A RISON HIGH SCHOOL STUDENT

As a result of learning experiences at Rison High School, a student will acquire the knowledge and skills to become

A Complex Thinker Who:

- Analyzes, evaluates, and synthesizes Information and ideas from multiple resources to make responsible, informed decisions.
- Applies flexible and creative ideas, strategies, and technologies to identify and solve problems.
- Solves problems by generating possible solutions, anticipating possible consequences, and evaluating results.

An Effective Communicator Who:

- Gives and follows instructions accurately.
- Understands, organizes, and expresses ideas in standard written and spoken English.
- Understands, organizes, and expresses ideas in appropriate languages, including those of the arts, mathematics, and other sciences.

A Responsible Citizen Who:

- Promotes and supports attitudes, practices, and policies that enhance and perpetuate our democracy and enhance the quality of life in our multicultural, interdependent world.
- Participates as an integral part of a team to achieve goals.
- Works with others for the purpose of resolving conflicts peacefully and in reaching decisions.
- Demonstrates, supports, and challenges leadership when appropriate to the situation.

An Ethical Person Who:

- Develops and demonstrates a strong sense of personal identity and values.
- Makes responsible decisions that balance self-interest with the interests of others.
- Displays the qualities of caring, respect for others, honesty, integrity, fairness, and community.

A Self-Directed Individual Who:

- Takes Responsibility for self- improvement and on-going learning.
- Evaluates, adapts, and plans using the lessons of the past and forecasts of the future.
- Identifies, understands, and develops healthy mental and physical behaviors.

A Quality Worker Who:

- Creates high quality products, services, and performances through independent actions and teamwork.
- Identifies, organizes, plans, and allocates resources efficiently.

EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries on non-discrimination may be directed to Title IX Coordinator, who may be reached at 700 Main Street, phone number 870-325-6241.

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 individuals' 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 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.

SCHOOL ACCREDITATION

Rison High School is accredited by the Arkansas Department of Education.

BOARD OF EDUCATION

The Cleveland County School District is divided into seven election zones, with voters of each zone electing one member to serve on the seven-member Cleveland County Board of Education. Each board member serves a five-year term. Terms are staggered so that at least one member's term expires each year. Each member is required by law to undergo training to equip him/her to execute better the duties of the office. Meetings of the Cleveland County School Board are public meetings, and patrons are welcome to attend. Regular meetings are held monthly in the administration building of Cleveland County Schools.

PERMANENT RECORDS

Permanent school records, as required by the Division of Elementary and Secondary Education (DESE), shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district within then (10) school days after the date a request from the receiving school district is received.

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 (HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1of 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, GED, or its equivalent as determined by the State Board of Education.
5. The child is 16 or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age 16 or 17 and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201

RESIDENCE REQUIREMENTS

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

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

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

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

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

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

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

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

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

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

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 a court-ordered change of custody;
        - Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
        - Submits a written request for enrollment to the District.

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

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Home-schooled\Private schooled 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 the 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.

HOMELESS STUDENTS

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

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

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

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

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

- The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and

- The designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.

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

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

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

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

COMMUNICATION GOALS

The single most significant factor in student achievement is the teacher. The teacher's effectiveness is greatly enhanced when supported by the school community as a whole, the student's home, and the community at large. The Arkansas General Assembly and the Division of Elementary and Secondary Education have demonstrated their understanding of the importance of involving such groups by repeatedly mandating their inclusion in the educational system and process. Communication with staff, parents, grandparents, legal guardians, business, and community members is fundamental to increasing their concern for, and involvement in, raising student achievement.

Communication should be two-way between the District and the public. The communications program shall strive to:

1. Increase mutual understanding, trust, and support between the District, and parents, business, and the community as a whole;
2. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;

3. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed.
4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district.
5. Maintain good relations with the news media and provide the media with pertinent news releases; and
6. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

The Board will appoint committees, when appropriate, to help the District examine issues facing it. Such committees may include members of the public, students, parents, and school employees, as well as members of the Board. Members may serve until the committee makes its non-binding recommendations to the Board.

Any committee, which includes among its members a member of the School Board, shall operate according to the requirements of the Arkansas Freedom of Information Act.

The District's Board of Directors shall hold a meeting annually to provide a report that systematically explains the District's policies, programs, and goals to the community. The District's report shall detail the progress of the District and the District's schools toward accomplishing program goals, accreditation standards, and proposals to correct any deficiencies. The report shall be made available to the public, including by posting a copy on the District's website under State-Required Information no later than ten (10) days following the meeting, with the most recent annual report posted by August 1 of each year. The meeting shall provide parents and other members of the community the opportunity to ask questions and make suggestions concerning the District's program.

SCHOOL IMPROVEMENT TEAMS

A team structure is officially incorporated into the school-level improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted; In addition, each new administrator shall receive training on methods for effective teams.

All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams.

Team meetings shall take place outside of the student instructional day.

Leadership Team

Each school shall have a Leadership Team that consists of members that include:

1. The principal;
2. The chair of each Instructional Team;
3. The school guidance counselor;
4. An instructional facilitator; and
5. Other key professionals designated by the principal.

The Leadership Team shall meet for a minimum of one (1) hour at least two (2) times each month during the school year. Based on school performance data and aggregated classroom observation data, the Leadership Team shall make decisions and recommendations on curriculum, instruction, and professional development; in addition, the Leadership Team shall serve as a conduit of communication to the rest of the faculty and staff.

Instructional Teams

The teachers in each school shall belong to an Instructional Team. The instructional teams shall be organized by:

a. Grade level;
b. Grade level cluster; and/or
c. Subject area.

Each Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and shall be part of the school Leadership Team. Each Instructional Team shall meet for a minimum of forty-five (45) minutes at least two (2) times a month during the school year.

The purpose of the Instructional Teams is to develop and refine units of instruction and review student learning data.

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.[1]

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request a transfer under Foster Child School Choice, ensure that the foster child remains in the foster child's current school, 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 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) 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, rules for standards of accreditation, or other applicable rule or 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 District may submit a written request within ten (10) days, following the receipt of the rejection letter from the superintendent, to the State Board of Education for the State Board to reconsider the transfer.

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

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

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

When a foster child transfers from the foster child's school or 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.

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.

ENGLISH LEARNERS

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

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

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 high school secretary 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.[1]

SCHOOL ADMISSION

In accordance with Arkansas Code § 6-18-208 prior to a child's admission to an Arkansas public school, the parent, guardian, or responsible person shall provide the school district with one (1) of the following documents indicating the child's age:

1) A birth certificate;
2) A statement by the local registrar or a county recorder certifying the child's date of birth;
3) An attested baptismal certificate;
4) A passport;
5) An affidavit of the date and place of birth by the child's parent or guardian;
6) previous school records; or
7) United States military identification.

Residency requirements: Persons seeking admission to Rison High School (grades 7-12) must be bona fide residents of the district. The residency requirement will not apply in the following instances: (1) Nonresident persons meet the requirements set by the state of Arkansas in Act 109 of 1995 and are approved by the Cleveland County School Board of Education. (2) Nonresident persons may be admitted when they meet the requirements of Act 726 of 1995.

Age and academic qualifications: Persons who have reached their twenty-first birthday or have received a high school diploma or its equivalent will not be admitted. Persons enrolling in the seventh or eighth grade must present evidence of satisfactory completion of the next lower grade level. Persons enrolling in a grade from 9 through 12 must present evidence of satisfactory completion of the previous grade.

Health requirements: Persons seeking admission to Rison School must present proof of all immunizations required by law by the state of Arkansas.

Disciplinary Status: Parents of persons seeking admission to Rison High School must indicate on registration forms whether the child has been expelled or suspended from any other school district or is a party to an expulsion or suspension proceeding. Persons who have been expelled or suspended from school or are a party to an expulsion or suspension proceeding will not be admitted until the time of the expulsion or suspension has expired. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another district to enroll as a student until the time of the person's expulsion has expired. School Records: Persons seeking admission to Rison School must present records from the previous school attended. Such records should include a transcript, a list of courses in progress (with a grade at the time of withdrawal from that school), and a statement that the person has satisfactorily completed withdrawal procedures at that school. If a parent and/or guardian does not want to submit a social security number (optional) for that child, a nine-digit number will be assigned to the student as their student identification number.

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 Pubic 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 student wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

"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 in the spring, but in no case 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 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent School Choice, applications postmarked, emailed, or hand delivered on or after 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 within 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.[7]

A student, whose application has been accepted and who has enrolled in the District or in another 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 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 based on 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 shall not be based on the student's previous academic achievement; athletic or other extracurricular ability; English proficiency level; or previous disciplinary proceedings other than a current expulsion.[8]

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

Except for those students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or

rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the district the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen 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.

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 under the Standard School Choice provisions of this policy.

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

Transfers out of, or within, the District

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

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

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

Uniformed Service Member Dependent School Choice

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

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

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

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

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

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's 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 this section; and
b. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

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

The 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 nonresident district's written notification of an acceptance.

A student shall be permitted only one (1) school transfer per academic year. The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to a student shall be responsible for transportation of the student.

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

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

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

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

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

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

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

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 the Uniformed Services member's home station.

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

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

"Active duty members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;

This policy applies to children of: active duty members of the uniformed services; members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

Children whose parents 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 enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

"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 or
- 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 the member attends monthly and annual training periods.

'Transition" means the:

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

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

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

The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child's parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District's military education coordinator shall 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 his/her enrollment at the grade level commensurate with the student's grade level the student's 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 his/her 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 noncustodial 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:[6]
    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.

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.

ENROLLMENT IN HOMESCHOOL

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

1. At the beginning of each school year, but no later than August 15;
2. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

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

The notice shall include:

a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
b. The mailing address and telephone number of the home school;
c. The name of the parent or legal guardian providing the home school;
d. Indicate if the home-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 that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
g. A signature of the parent or legal guardian.

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

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

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

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

Enrollment or Re-Enrollment in Public School

A home-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.

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 school's 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 policy.

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

- The superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

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

No student shall be required to pay for individual or group instruction in order to participate in an interscholastic activity. To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for

traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school. The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

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 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 a AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student's resident district prior to the student's withdrawal from the AAA member school.

A 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. A 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.

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

ATTENDANCE POLICY

Regular school attendance is required by Rison High School and by the State of Arkansas. Under Arkansas law (Arkansas Code 6:18:209 and 6:18:222), the student is responsible for attending and the parents are responsible for seeing that their child attends. Excessive absenteeism will constitute grounds for denial of credit or promotion and may constitute grounds for legal action against the student and/or parent.

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school 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. Students are not permitted to accumulate more than 10 absences in one semester.

Each student is expected to attend all of his/her classes each day that classes are held unless the student is dismissed from attending due to a semester test exemption or other specifically announced occasion. However, Rison High School realizes that there are times when attendance is not possible. **Whenever a student is absent, the absence will be classified as excused or unexcused. Students with three or more unexcused absences shall not miss school/class to attend a non-AAA sanctioned event for the remainder of the semester.**

To receive an excused absence, the parent must email Mrs. Peggy Phillips (peggy.phillips@ccs1.org) or bring a doctor or parent note with written documentation from parent or guardian stating the reason for the absence and the date(s) of the absence **immediately** upon the student returning to school. If a note has not been received by the end of that month, the unexcused absence will remain unexcused. The note must be dated and signed by a parent, guardian or person in loco parentis and include the reason for the absence.

Up to six total absences for personal reasons and/or family illness per semester will be excused with a parental note. A doctor's statement will be required for additional absences due to personal illness. Additional absences for personal reasons will not be excused.

Rison High School considers more than six unexcused absences per semester to be excessive. Upon a student's third unexcused absence, the student's parents, guardians, or persons in loco parentis shall be notified. Notification will be by telephone at the end of the school day in which such absence is determined or by regular mail sent no later than the following school day. Whenever the student receives a third unexcused absence in a semester, the principal may revoke field trip privileges/school club trips for the remainder of the semester. A **parent meeting may be required when a student receives a 4th unexcused absence in a class. If a student receives a seventh unexcused absence, the school will notify the prosecuting attorney's office, and credit for courses in progress may be denied.**

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, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement 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, guardian or person in loco parentis, and the school or district administrator or designee.

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.

School sponsored activity trips, inability of the district to provide bus service to a student who regularly rides a bus, test exemptions, and other specifically announced occasions are the only instances of nonattendance which shall not be recorded as an absence in the official school attendance register.

Excused Absences

A student is absent if the student is not:

1. present for onsite instruction provided by the district,
2. participating in a planned district-approved activity, or
3. engaged in scheduled instruction at an off-site location, including remote learning.

Each absence shall be classified as an excused absence or an unexcused absence. All absences shall be classified as unexcused except those absences which are substantiated to be for the following reasons:

- **Personal Reasons and/or Personal illness or illness in the immediate family** (parent, grandparent, sibling, child, or spouse, -A total of **six (6)** parent notes per semester will be allowed. A doctor's statement will be required for additional absences due to personal illness. **Additional absences for personal reasons will not be excused.**
- **Professional appointment** - doctor, dentist, lawyer, counselor, etc., for student or student's child.
- **Court appearance** by the student when he/she is subpoenaed or is a party to a legal proceeding.
- **Death in immediate family** - parent, sibling, grandparent, child, or spouse.
- **Other** - only upon approval by the principal prior to the absence, and parents must make the request to the principal in writing for the absence to be excused.
- 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.

Additional absences **(MUST BE PRE-APPROVED BY THE PRINCIPAL- AT LEAST 3 DAYS IN ADVANCED)** that are not charged against the allowable number of absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason:

1. To participate in an FFA, FHA, or 4-H sanctioned activity;
2. To participate in the election poll workers program for high school students;
3. To serve as a page for a member of the General Assembly;
4. 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;
5. For purposes pre-approved by the school administration such as visiting prospective colleges, to obey a subpoena, or to attend at an appointment with a government agency; and
6. Due to the student having been sent home from school due to illness. The District shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the code.

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.

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year

are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

Excused absences allow for the opportunity to make up all work missed within the requirement of the **Makeup Work** policy in the student handbook. The grade earned will be awarded.

Unexcused absences do not allow for the opportunity to make up any work missed, and zeros will be recorded for all work missed. All absences due to suspensions shall be unexcused absences, one unexcused absence for each day of suspension.

Upon returning to school following an absence, the parent must email Mrs. Peggy Phillips (peggy.phillips@ccs1.org) or bring a doctor or parent note with written documentation from parent or guardian stating the reason for the absence and the date(s) of the absence. The parent note must be dated and bear the parent or guardian's signature. This procedure must be followed before the student will be admitted to class. Specific details for this procedure are outlined in the student handbook. Specific details for this procedure are outlined in the student handbook under the heading **Procedure for Returning to School after an Absence.**

More than **six (6)** unexcused absences are considered by Rison School to be excessive. Upon a student's **third (3)** unexcused absence, the student's parent or guardian shall be notified. **Whenever the student receives a seventh (7) unexcused absence, the Prosecuting Attorney and Cleveland County Juvenile Officer will be notified.**

ATTENDANCE AND EXTRA-CURRICULAR ACTIVITIES

1. Students must attend at least one-half of the school day to participate in that evenings extra-curricular activity. Exceptions may be made by the principal for death in immediate family, accidents, or other extreme emergencies as allowed by Arkansas Activities Association's rules and regulations and eligibility guidelines.
2. Seniors are exempt from this attendance requirement only on the day of Junior/Senior Prom.

PROCEDURE FOR RETURNING TO SCHOOL AFTER AN ABSENCE

1. Students will have parent/guardian email (peggy.phillips@ccs1.org) or bring a note with the reason for absence, the date of absence and a signature of a parent, guardian, or person in loco parentis. Students without a note will be marked unexcused.
2. Students will report to their classroom. If they are tardy their teacher will send them to the office for a tardy slip or email the office and student will receive an email stating, they have received an unexcused tardy for being late.
3. Students who do not email or bring a doctor/parent note will receive an unexcused absence for that class and not be allowed to make-up any missed work or test. If a note is not brought to the office within 5 school days they will not be allowed to make-up that work and receive a zero. If a note is brought in by the end of that month the absence may be allowed to change to an excused absence; however, any zeros received after the 5 days without a note will remain.

VOLUNTEERS

Enlisting the support of volunteers is a way the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non- instructional tasks that allow licensed personnel more time to devote to instruction.

The Superintendent shall be responsible for establishing and maintaining a program to coordinate the services volunteers are willing and able to contribute with the needs of District personnel. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus. The guidelines should also include provision for evaluation of the volunteer program and a method for soliciting suggestions from both the volunteers and staff for its improvement.

All volunteers who intend to act as head coaches or assistant coaches must:

1. Be at least twenty-two (22) years of age; and
2. Meet the requirements adopted by the Arkansas Activities Association (AAA) to volunteer for any athletics program for grades seven (7) through twelve (12).

A member of the board of directors of the District or the spouse of a member of the board of directors of the District may not be a registered volunteer for the District unless a majority of the disinterested members of the Board of Directors approves a resolution for the board member or board member's spouse to be registered volunteer. The resolution approving the board member or board member's spouse to be a registered volunteer shall be effective for only one (1) school year.

A volunteer may act as a head coach in all varsity junior and senior high sports administered by the AAA except in the following sports:

- Football;
- Basketball; and
- Track and field.

Background Checks for Volunteers

For the purposes of this policy, "clear background check" means that:

- A background check was performed on the potential school volunteer in accordance with A.C.A.§§ 12-12-1601 et seq.;
- The potential school volunteer has not committed any of the crimes or offenses contained in A.C.A. §§ 6-17-410, 6-17-411 or 6-17- 414 according to both the National and Arkansas background checks;
- The potential school volunteer's name was not found on the Child Abuse Central Registry; and
- The Arkansas Educator Licensure System does not indicate the potential volunteer to:
  - Have a currently suspended or revoked educators license; or
  - Be the recipient of a current Level 3 or Level 4 public notification of ethics violation.

A person wishing to volunteer in a capacity that requires a background check may not perform volunteer services requiring a background check until a clear background check is received by the District. Once received, a clear background check is good for two (2) years.; a background check renewal must be applied for and a clear background check received prior to the time of renewal or an interruption of permitted volunteer service could occur. A clear background check will be accepted of any individual wishing to volunteer provided it was conducted within the timeframe for in this policy.

Option A: The Application for an initial background check may be made through the District administrative office. The District may charge the potential volunteer the same fee charged by the State of Arkansas for performing the check. For a volunteer who has passed his/her previous background check, the District will incur the fee charged by the State of Arkansas for performing a renewal background check.

Option B: The Application for an initial background check may be made through the District administrative office. The District will incur the fee charged by the State of Arkansas for performing the initial check and any renewal checks.

A person who failed a previous background check may petition the Board for a waiver from this policy's requirement. The petition shall be accompanied by a signed authorization for disclosure of his or her entire criminal and child abuse registry history. In deciding whether to grant a waiver, the board may take into consideration: the circumstance or circumstances surrounding the act or omission that lead to the conviction, Child Abuse Registry true finding, or the receipt of the Level 3 or Level 4 Public Notification of Ethics Violation; the age of the person at the time of the act or omission; the length of time that has passed without reoffending; and other relevant circumstances. If the Superintendent recommends a waiver be granted, the Board may adopt a resolution by majority vote providing an exception to this policy's requirement for a time period not to exceed five (5) years. The board must consider this matter in open session, and may not confer or deliberate in closed or executive session.

The board shall not have the authority to waive the application of this policy to any potential volunteer who is a Registered Sex Offender or whose educator license has been revoked or is currently suspended.

Clear background checks for school volunteers are required for those individuals who are required to be or who seek to become Registered Volunteers, as defined in A.C.A. § 6-22-102 et seq. In addition to volunteers wishing to participate in the registered volunteers' program, clear background checks are required for: -

Option 1: School volunteers who wish to accompany students on overnight school trips.

Option 2: School volunteers who wish to volunteer to work one-on-one or in small groups of five (5) or fewer students, such as a tutor or a mentor.

Option 3: School volunteers who will volunteer for more than_____hours in a school year.

Option 4: School volunteers who will volunteer for the_____,_____, and_____volunteer programs.

Option 5: Clear background checks for school volunteers are required prior to any volunteer service to the school district, school, teacher, or classroom, and all clear check volunteers will be issued special volunteer identification to wear prominently when performing their volunteer duties; no person may serve as a volunteer without wearing the provided identification.

No information relating to the application for or receipt of a criminal background check, including that a background check has or has not been applied for, shall be subject to disclosure under the Arkansas Freedom of Information Act, as provided by A.C.A. §§ 12-12-1601 et seq. Requests for background checks and reports on background checks obtained under this policy shall be retained by the district for a minimum of three (3) years.

The superintendent or a third-party vendor shall report to the state board the name of any person working as a registered volunteer in an athletic coaching capacity who:

1. Has pleaded guilty or nolo contendere to or has been found guilty of any felony or misdemeanor listed in A.C.A. § 6- 17-410(b);

2. Has been arrested or charged with any felony or misdemeanor listed in A.C.A. § 6-17-410(b);
3. Has intentionally compromised the validity or security of any student test or testing program administered or required by the Division of Elementary and Secondary Education (DESE);
4. Has knowingly submitted falsified information or failed to submit information requested or required by law to DESE, the State Board, or Arkansas Legislative Audit; or
5. Has a true report in the Child Maltreatment Central Registry?

The District shall maintain the following information on volunteers:

a. The total number, location, and duties of all volunteers;
b. The total number of annual hours of service provided by volunteers; and
c. Any reimbursements made to volunteers for expenses, transportation, or other costs incurred in connection with volunteer services.

Volunteers who are mandated reporters will be made of their status as mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

Registered volunteers who will be working with students in an athletic coaching capacity or are in the process of obtaining a coaching certificate through the Arkansas Activities Association shall be informed that they are bound by the Code of Ethics for Arkansas Educators and shall receive training on the Code of Ethics.

COMPLAINTS

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

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

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

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

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters such as student suspensions initiated by the Superintendent, expulsions and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Division of Elementary and Secondary Education (DESE) and authorized in the Elementary and Secondary Education Act may be taken directly from a patron or by referral from DESE. If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner:

1. The complaint shall be referred to the federal program's director, who shall assemble a team of at least two (2) people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
3. The team will interview the complainant and others as necessary to enable the team to decide of the validity of the complaint. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
4. The investigation of complaints referred by the DESE shall be completed within thirty (30) calendar days of receipt of the complaint, unless a longer time period has been approved by the DESE.
5. The investigation of complaints made directly to the district shall be completed within forty (40) calendar days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within forty (40) calendar days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain:
   a. A summary of the allegations of the complaint;
   b. A summary of the investigative actions taken by the team;
   c. A summary of the findings concerning each alleged violation or implied violation; and
   d. A summary of corrective actions needed to resolve the issues involved in each allegation and finding of the complaint.

CLOSED CAMPUS

Once students arrive at school, they are not permitted to leave campus without checking out in the principal's office. Students leaving campus without permission will be considered truant with the absence being treated as such. Students are not allowed to check out at lunch for the purpose of getting or eating lunch. If students do checkout they will receive an absence for 5th or 6th period. The Rison Elementary Campus is not part of the Middle/High School Campus therefore 7th through 12th grade students require permission from the Middle/High School Office before going onto that campus and must check in with the Elementary Office.

MOMENT OF SILENCE

A public school in this state shall observe a one (1) minute period of silence at the beginning of school each school day. During the period of silence, a student may, without interfering with or distracting another student:

1. Reflect:
2. Pray
3. Engage in a silent activity

A teacher or school employee in charge of a public-school classroom shall ensure that all students remain silent and do not interfere with or distract another student during the period of silence
Legal Reference: ACA 6-10-115

DELIVERIES TO SCHOOL

All deliveries to students are to be made to the office. The office will distribute these items.

For safety reasons, balloons are not allowed to be delivered to students who ride a school bus. Floating and large balloons inhibit the view of bus drivers when the balloons are carried on buses. A student must be transported home in a car if he/she receives balloons at school. **OUTSIDE LUNCH DELIVERIES ARE NOT ALLOWED**.

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.

CONTACT WITH STUDENTS WHILE AT SCHOOL

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 high school secretary establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents.

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

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

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

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the 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 high school secretary shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis identified on student enrollment forms. The principal or the high school secretary 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 high school secretary 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 high secretary 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 high school secretary, and leave both a day and an after-hours telephone number.

CONTACT BY PROFESSIONAL LICENSURE STANDARD BOARD INVESTIGATORS

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

SCHOOL DEBTS

Fines, fees and other school debts must be paid in full or a written payment arrangement made with the school before a student can request for or participate in school activities. These include but are not limited to pre-registration, extra-curricular activities, prom, field trips and graduation. Each Student is responsible for all materials **checked out to them,** (textbooks, CDs, etc.).

MAKE-UP WORK

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

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first-class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, 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.

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.

REQUEST FOR ASSIGNMENTS DURING EXTENDED ABSENCES

A parent or his/her designee may contact the principal's office. If contacting the principal's office, please do so by 9 a.m. if at all possible. Assignments will be compiled and available by 3 p.m. the following day.

EARLY CHECKOUT/LATE CHECK-IN

Students who need to check out of school during the day must present to the office a dated and signed parent request. **The request should include a phone number where the parent can be reached to verify the request.** Students will be allowed to check out of school with a note only for valid reasons. The school reserves the right to contact parents before allowing a student to check out. Students who arrive at school late must check in at the office and receive an admittance slip as detailed in "**Procedures for Returning to School After an Absence". Students checking out anytime during eighth period will be considered absent for that period.**

PROFESSIONAL APPOINTMENTS

Students who have medical, dental, or other professional appointments on a regular basis which cannot be scheduled outside school hours are urged to stagger the times of the appointments so that they do not miss the same class each time.

FIELD TRIPS

Field trips are both educational and rewarding in nature and are a privilege for our students. The Principal may revoke a student's privilege to take part in a field trip due to attendance, academic performance and/or disciplinary reasons. Students are responsible for all assignments while on a school trip. Students are expected to complete assignments or take tests as scheduled. Additional time to complete assignments or take tests may be arranged with the teacher prior to the school trip. Sponsors/Teachers taking students on field trips shall submit to the office no later than the day prior to the trip a complete list of students participating in the field trip. The office will check attendance of each student and send an approved list to all teachers. Any student who is absent from class due to a school trip/activity is responsible for missed/scheduled assignments. Students on a school sponsored trip are required to check-in with teachers prior to planned absence. Failure of student to check-in with teacher prior to a planned absence will result in student not being allowed to makeup work assigned while absent.

EXTRA-CURRICULAR ACTIVITIES

Students may lose the ability to attend extra-curricular events, field trips, etc. during the school day for recurring absenteeism and/or lack of adequate academic progress. Sponsor/coach will determine students' field trip eligibility (passing grades/attendance/behavior) for field trips occurring during regular school hours.

TARDIES

Students are expected to be in their assigned classroom when the tardy bell rings. Students who are tardy the teacher will email the office the reason and the office will email the student his/her tardy. If a teacher keeps a student after class, the teacher should send a note to the office, and the tardy will not be assessed. Students are allowed two tardies each nine weeks without penalty. Penalties for excessive tardies are outlined under detention procedures. Three unexcused tardies count as one absence for semester test exemptions.

Students who miss 15 minutes or more of a class for a reason which is unexcused will have an unexcused absence recorded for that class instead of an unexcused tardy. Students shall receive credit for all work completed during the remaining portion of that class period. The office clock will be the official timepiece to determine the 15 minutes.

LEAVING CLASS

Students are not allowed to leave a classroom during a class period unless they are summoned by the office via the intercom or a written note. Teachers will not allow students to leave except in cases of extreme need. Whenever a teacher allows a student to leave the room, the student should be furnished a hall pass which shall state the student's business, the time the student left class, and the signature of that teacher.

The student is required to come to the office for an admit slip if allowed to leave class at the teacher or another teacher's request. Teachers desiring to see a student from another teacher's class will route such requests through the office.

RESTROOM PASSES

Restroom privileges: After getting permission from his/her teacher, students may have 2 restroom passes per month. After the second excused pass is used the student will be emailed their unexcused tardy.

Students suffering from a medical problem requiring frequent access to the restrooms shall provide the office with a signed doctor's note. The office will contact the doctor's office and verify such note. Medical restroom passes must be renewed each school year.

HOMEWORK

It is the policy of the Rison High School that homework should be designed as regular and/or distributed practice of previously taught material or in advanced or higher-level classes as exploratory learning. The primary goal of homework is to reinforce previous learning. General homework times are listed below. Teachers will make every effort to align homework assignments with the following guidelines.

Grade Homework time per class

7th grade – 20 minutes
8th grade – 25 minutes
9th grade – 25 minutes
10th grade – 25 minutes
11th grade – 30 minutes
12th grade – 30 minutes

All assignments will not conform to these guidelines due to the variety and nature of some advanced placement courses, class projects, research papers, etc. However, in general, most regular homework assignments will conform to these time limits. Concerns about homework assignments should be directed to the principal.

GRADES

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, 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 reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period to keep parents/ guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parent/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.

Students at Rison High School earn credits on a semester basis. Semester grades are used to determine whether a student receives academic credit and to calculate grade point averages. The first and second nine-week grading periods comprise the first semester, and the third and fourth nine-week grading periods comprise the second semester. Nine-week grades are also given at the end of each nine-week grading period. Grades assigned are A, B, C, D, and F. The definition of each grade is as follows.

The grading scale for all schools in the district shall be as follows:
A – (90%-100%) This is the highest mark recorded and is given in recognition of superior achievement.
B – (80%-89%) This mark is given for good work.
C – (70%-79%) This grade represents average work.
D – (60%-69%) This mark represents below average, but passing, work.
F – (Below 60) Students receiving this grade receive no credit.

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 grade point values for accelerated learning courses and other approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (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.

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 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 8) + (0.75 X 75) = 77%.

Temporary Grades:

I – (Incomplete) Occasionally a student is forced to miss required work and is given a temporary incomplete grade until he/she has the opportunity to make up the requirements. All percent averages will be rounded to the nearest whole percent in determining the average for each grading period. The corresponding letter grade will be recorded on the report card, grade sheet, and transcript.

The semester grade is determined by averaging the two nine-week grades and the semester test grade. Each nine-week grade counts as two-fifths and the semester test counts as one-fifth of the semester grade. Each semester grade is independent of the other. Rison High School has a semester test exemption policy for students who qualify. If a student is exempt from a semester test and elects not to take the semester test, then the semester grade will be the simple average of the two nine-week's grades. The exemption policy is detailed under EXEMPTIONS FROM SEMESTER TESTS in this handbook.

All semester tests will be given according to a schedule provided by the principal's office. Tests will be given only at the time they are scheduled unless prior permission is obtained from the high school principal by a parent contacting the principal in person or by phone no less than one week before semester tests. All grades will be awarded solely on the basis of the level of achievement of the educational/academic objectives for that course.

STUDENT SOCIAL SECURITY NUMBERS

Student social security numbers are held private and not made available to the public. Student social security numbers are not used as the student identification number on school records. The student identification number is assigned randomly to a student. Once assigned, a student retains the same student identification number from year to year.

RESEARCH PROJECTS/PAPERS

Research projects and/or papers will be assigned to students in grades 7-12. The topics for research projects and/or papers will either be assigned by the teacher or approved by the teacher. Plagiarism will not be tolerated. Plagiarism refers to a form of cheating that has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." (Alexander Lindey, Plagiarism and Originality, New York: Harper, 1952) To use another person's ideas or expressions in writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft.

If a student chooses to plagiarize his/her research paper/project, that student will receive a zero on his/her project/paper and may receive additional disciplinary sanctions as decided by the principal.

REPORT CARDS & PROGRESS REPORTS

Progress reports are provided to parents at parent teacher conferences at the midpoint of the 1st and 3rd terms. Report Cards are handed out to the students at the midpoint of the 2nd and 4th terms. Progress Reports are issued for all students.

Formal parent-teacher conferences are held at the end of the first quarter and at the mid-point of the third quarter grading periods. Exact dates and times are announced each year well in advance. In addition, a parent/guardian may request a parent-teacher conference at any time. Individual parent-teacher conferences will be scheduled during the teacher's conference period. Due to the teacher's responsibility to be in the classroom when students are present, teachers cannot be called from a class for conferences. To arrange a conference, please contact the principal's office.

Report cards for the 1st semester grading period will be handed out to the students. The final report card will be mailed to the parent and/or guardian at the end of school in May.

CONFLICT RESOLUTION PROCESS

Step 1 - Parent should schedule a conference with their child's teacher; if a resolution cannot be reached proceed to step 2. Step 2 - The Parent should schedule a meeting with the building Principal; if a resolution cannot be reached proceed to step 3. Step 3 - The

Parent should schedule a meeting with the Superintendent; if a resolution cannot be reached proceed to step 4.
Step 4 - The Parent should schedule a meeting with the Board of Directors.

Cleveland County School District Administrative Guidelines
Child Nutrition Department
School Meal Accounts

A copy of this written procedure will be distributed at the beginning of each new school year, given to new students transferring in, be listed on the school district website (www.rison.k12.ar.us), and either sent and/or referred to in any written notices or calls made to the parent/guardian. Copies of this notice will also be distributed to administrators and school personnel who may need to enforce this policy. Second meals and ala carte items are available for purchase in the school cafeteria every school day for grades 7 – 12. (Ala carte items offered may vary). Meals and ala carte sales are tracked using an electronic debit Point of Sale system (POS). The amount of the purchase is subtracted from each student's account at the time of sale. To access student meal accounts, each student is given a Student lunch card with their ID number when they register in the district. This number will be used every time a purchase is made. It is the parent or guardian's responsibility to provide adequate funds to cover their child's daily purchases.

WELLNESS POLICY

Cleveland County School District has updated their Wellness Policy, a document written to share goals and standards as well as establish requirements to help strengthen and promote student health, well-being and ability to learn. This policy is available on the district website or a paper copy available upon request. Please contact the Child Nutrition Director to obtain a copy.

CAFETERIA ACCOUNTS

Student's Breakfast FREE (one); Student's Lunch FREE (one);
Adult Breakfast $3.00; Adult Lunch $5.00
Ala Carte items vary in price and additional lunches will be $4.50. **STUDENTS WILL NOT BE ALLOWED TO CHARGE THESE ITEMS. YOU MUST HAVE MONEY IN YOUR ACCOUNT TO PURCHASE.**

LOW MEAL ACCOUNT BALANCES

Parents/Guardians are urged to use EZSchoolPay to track their child's meal activity. This software allows you to make online payments ($2.00 convenience fee charged by provider); choice to set up to receive low balance emails at no charge and/or the option to add funds automatically so that your child will never reach a negative balance. The website for this is www.EZSchoolPay.com

Money may also be sent to school with your child for deposit in their meal account. Checks (preferred) should be made payable to CCSD Cafeteria with the child's student ID number on the memo line. Please put in an envelope with the student's name and grade on the outside of the envelope. If a check is returned for any reason by the bank and not paid in a timely manner, the information will be forwarded for collection. Cash may also be sent. It is recommended that money be put in an envelope with the student's name and grade on the envelope. Payments sent to school will save you the $2.00 convenience fee charged by EZSchoolPay.

***CLEVELAND COUNTY SCHOOL DISTRICT allows no charging for ala carte items. If an ala carte item is selected, CCSD reserves the right to deny the purchase of if there is not enough money in the account to cover the cost of the item.**
*Parents are urged to sign up at www.EZSchoolPay.com to monitor meal account and activity. They may also contact the Child Nutrition Director at 870-325-7141 for balance or other meal information.
*All Students and school employees will be issued a laminated meal card with their name and pin number exclusive to them. They are responsible for bringing the card to each breakfast and lunch service. These cards are scanned providing a touchless point of service for students and cafeteria staff. Lost cards are $2.00 per card to replace. Parents are responsible for paying the $2.00 every time a meal card has to be replaced for their child.
*All adults, including employees are not permitted to charge meals or ala carte items.

CLEVELAND COUNTY SCHOOL DISTRICT CHILD NUTRITION DIRECTOR - 870-325-7141
E-MAIL - joesetta.beard@ccs1.org **DISTRICTWEBISTE -** www.rison.k12.ar.us
E-N EZSCHOOLPAY WEBSITE -www.EZSchoolPay.com

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In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discrimination based on race, color, national origin, sex, disability, age or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at : http://wwwascr.usda.gov/complaint_filing_cust.html , and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form.

To request a copy of the complaint form, call (866)-632-9992. Submit your completed from or letter to USDA by:

(1) Mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights 1400
Independence, Avenue, SW
Washington, D.C. 20250-9410
(2) Fax: (202)-690-7442; or
(3) E-Mail: program.intake@usda.gov

This institution is an equal opportunity provider. SASD Rev. 2/12/218

ENHANCED STUDENT ACHIEVEMENT FUNDING EXPENDITURES

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the Division of Elementary and Secondary Education (DESE) Rules Governing Student Special Needs Funding.

Using District specific data, the District shall conduct the DESE developed needs assessment to identify areas where Enhanced Student Achievement (ESA) funds need to be directed. The District shall include the use of the District's ESA funds in the District's Strategic Plan.

STUDENT PROMOTIONAND 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. Each school in the Cleveland County School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s).
Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

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

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

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

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.

Regardless of the student having earned passing grades, a student who falls under one of the following categories shall be considered for retention or shall not receive credit for the course associated with the assessment. The student:

- does not take the State mandated assessment for the student's grade level or course within the time frame specified by the State;
- takes the State mandated assessment but does not put forth a good faith effort on the assessment as determined by the assessment administrator/proctor.

The Superintendent or designee may wave this provision when the student's failure was due to exceptional or extraordinary circumstances.

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

In addition to the possibility of retention or withholding of course credit, students who either refuse to sit for a State assessment or attempt to boycott a State assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on 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 State mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The Superintendent or designee may wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

In addition to the above policy, all seventh (7^{th}) and eighth (8^{th}) grade students have to pass 3 core subjects in order to automatically move the next higher grade. Students who do not pass 3 core subjects will be considered by the principal and their teachers for grade placement. Students who do not participate in their academic improvement plan shall be retained notification of retention will be included with report cards mailed at the end of the school year.

Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student needs 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:
    a. Phonemic awareness;
    b. Phonics decoding;
    c. Text reading fluency;
    d. Vocabulary-building strategies; and
    e. Self-regulated use of reading comprehension strategies, as identified by high-quality literacy screener data;
b. The goals and benchmarks for the student's growth;
2. How the student's progress will be monitored and evaluated;
3. The type of additional instructional services and interventions the student may receive;
4. 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;
5. 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
6. 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:
   a. If the District has a teacher with a value-added model score in the top quartile statewide in English language arts
   b. 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
   c. 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:
      i. With a highly-effective rating according to the Teacher Excellence and Support System, when possible; or
      ii. 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:
3. if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three
   i. years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three
   ii. years; or
4. 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:
   a. With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
   b. Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
5. 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 home 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/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP or completion of the Alternate Pathway to Graduation when applicable.

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

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

CURRICULUM DEVELOPMENT

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

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

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

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

No curriculum or classroom instruction shall be provided on the following topics before grade five (5):

- Sexually explicit materials;
- Sexual reproduction;
- Sexual intercourse;
- Gender identity; or
- Sexual orientation

GRADE POINT AVERAGE

Grade point average (GPA) is based upon a 4.00 scale. Grade point average is computed by considering all courses taken beginning in ninth grade, with the exception of athletics, band, choral music, and physical education. Quality points are awarded as follows:

Non-Advanced Placement Courses
A: 4 quality points
B: 3 quality points
C: 2 quality points
D: 1 quality points
F: 0 quality points

Advanced Placement Courses and IB Courses
A: 5 quality points
B: 4 quality points
C: 3 quality points
D: 2 quality points
F: 0 quality points

HONOR ROLL

Students in grades seven through twelve (7-12) who maintain a 3.50 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll as the end of each semester.

HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education and have a cumulative GPA of 3.50 will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

1. The student has a cumulative grade point average of 3.50 or higher for grades 9 -12.
2. The student must not earn academic credit from the ALE during junior or senior year due to a difference in the rigor of curriculum.
3. The student must complete five of the following classes to **include a minimum of one Advanced Placement or IB course:** Pre-AP English 9, Pre-AP English 10, AP English 11, AP English 12, AP US History, Chemistry, AP Chemistry, AP Biology, Algebra III, Trigonometry, or AP Calculus AB
4. Student must not have more than 10 unexcused absences for the year.

A student may be eligible to be designated as an honor graduate if the student has:
1. Been enrolled in public school for the entirety of the student's high school career;
2. Been enrolled in a District high school for the student's entire final year; and
3. Successfully completed the minimum core of courses recommended for preparation for college as defined by the Higher Education Coordinating Board and the State Board of Education.

Students shall be designated as honor students as follows:
- Students with a GPA of 3.50 and 3.69 shall be designated as graduating Cum Laude;
- Students with a GPA of 3.70 and 3.89 shall be designated as graduating Magna Cum Laude; and
- Students with a GPA of 3.90 and above shall be designated as graduating Summa Cum Laude.

The GPA shall be derived from courses taken in public schools starting in grade nine (9).

To be eligible to speak at graduation the student must have attended Rison High School in grades 9 - 12 for no less than one full school year.

During commencement exercises, honor graduates will march in descending order of their class rank. If two or more honor graduates have equal class rank, they will march alphabetically. Transfer honor graduates will not receive a higher ranking due solely to transferring a greater number of advanced placement courses than is available at Rison High School for commencement exercise purposes only. All advanced placement courses will receive the appropriate number of advanced placement quality points when calculating the Grade Point Average to be recorded on the student's transcript. All other graduates will march alphabetically following the honor graduates.

Rison High School
Latin Honors & Weighted GPA Policy

(Aligned to Arkansas Student Success Plan Graduation Requirements)

Purpose

Rison High School recognizes outstanding academic achievement through the awarding of Latin honors at graduation. Latin honors are awarded to students who successfully complete the Arkansas the Student Success Plan and demonstrate sustained academic excellence in a rigorous program of study established by the Department of Elementary and Secondary Education.

Student Success Plan Requirement for Latin Honors

To be eligible for Latin honors, students must complete the Arkansas Student Success Plan, which includes the following minimum credits:

English – 4 Credits
- English 9
- English 10
- English 11
- English 12

Mathematics – 4 Credits
- Algebra I (or Algebra A & B)
- Geometry
- Algebra II
- One additional approved math course

Science – 3 Credits
- Biology
- Two additional lab-based science courses

Social Studies – 3 Credits
- Civics
- World History
- U.S. History

Oral Communications – ½ Credit
Physical Education – ½ Credit
Health & Safety – ½ Credit
Fine Arts – ½ Credit
Career Focus – 8 Credits

Students who do not complete the Student Success Plan are not eligible for Latin honors designation.

Weighted GPA Calculation
Rison High School calculates cumulative GPA using a 4.0 weighted scale in alignment with Arkansas Department of Education guidelines.

Course Weights

Course Type	A	B	C	D
Regular Course	4.0	3.0	2.0	1.0
AP / Concurrent Credit	5.0	4.0	3.0	2.0

GPA Guidelines:
- GPA includes all high school credit courses completed in grades 8–12.
- Concurrent credit must be earned through an accredited postsecondary institution to receive weighted credit.
- Courses required for the Student Success Plan must be completed to qualify for Latin honors.
- GPA may exceed 4.0 due to weighted coursework.
- GPA is finalized at the end of the second semester of the senior year.

Latin Honor Designations

Latin honors are awarded based on cumulative weighted GPA:

Honor	GPA Range	Distinction
Summa Cum Laude	3.90 and above	With Highest Honor
Magna Cum Laude	3.70 – 3.89	With Great Honor
Cum Laude	3.50 – 3.69	With Honor

Additional Eligibility Requirements

To qualify, a student must:
1. Complete the Student Success Plan graduation requirements as established by the Arkansas Department of Education.
2. Be enrolled at Rison High School for at least four (2) consecutive semesters immediately prior to graduation.
3. Be in good academic and disciplinary standing.
4. Meet all district graduation requirements.

Recognition

Students earning Latin honors will:

- Be recognized during the Rison High School commencement ceremony.
- Have the honor reflected on their official transcript.
- Be eligible to wear designated honor regalia.

CLASS RANK

Class rank and GPA will be compiled for students in grades 9 through 12. The numerical class rank of each student shall be assigned according to the following formula: Numerical class rank = # of students in that grade who have a higher-grade point average + 1. However, if the GPA of 2 or more students differs solely due to the following conditions: (A) students have taken the same number of advanced placement courses and (B) their total number of credits is different, then those 2 or more students will be ranked equally. When two or more students have GPA's which are equal when calculated to the nearest hundredth, the calculation will be extended to attempt to break the tie.

Students may take high school credit-bearing classes in the 8th grade. This grade is included in the students' cumulative GPA when determining class rank and GPA for grades 9-12.

EARLY GRADUATION

Students under 18 years of age who have not met the requirements for graduation by August of each year shall enroll in a public school. Students who plan to graduate early must complete early graduation requirements and transfer credits to Rison High School prior to August of each year. Courses taken on campus that have a required prerequisite course, must be taken in sequence, unless making up a previously attempted course. For example, English 11 must be taken prior to enrolling in English 12.

Any Rison High School Student who earns the required number of credits for graduation shall be allowed to graduate at the time that such credits are earned. Any student who plans to graduate early must notify the school counselor and principal at the beginning of the school year in which they plan to graduate. Failure to notify the counselor and principal at the beginning of the school year, may keep the student from participating in graduation ceremonies. Early graduates will not be eligible to speak at graduation.

College Courses

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

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

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

- The student;
- The student's parent(s) or legal guardians(s) if the student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received unless the concurrent credit is coordinated by RHS.

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 or graduation.

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

A student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student shall not be responsible for tuition for up to 15 hours per semester or 30 hours per academic year. Fees and material

costs for participation in a concurrent credit course through RHS, will be dependent upon the agreement between RHS and the college. While A2A and state programs aim to eliminate tuition costs, students may still be responsible for associated fees, textbooks, or supplies depending on the college, university or high school partnership agreement. Some material cost may be assumed by the student.

A student eligible to receive free or reduced-price meals shall not be responsible for any of the costs for the student's first (15) concurrent credit hours so long as the concurrent credit courses are taught through the District by a teacher employed by the District or through a coordinated MOU agreement with a college or university. Any and all costs of concurrent credit courses beyond the (15) hours permitted, that are not taught through the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced-price meals are responsible for any and all costs associated with concurrent credit courses beyond the MOU agreement of allowance.

Concurrent Credit Courses taken at RHS that earns both high school and college credit. One concurrent credit course earning 3 hours of college credit is given 1.0 high school credit. If 3 hours of concurrent credit is earned in one semester, then 1.0 high school credit is given during that semester. There are some concurrent credit courses that run an entire year. In this case, .5 credit is given per semester concluding the year with 1.0 credit for the 3 hour college course. AP courses may only be given .5 high school credit per semester or 1.0 high school credit per year. Concurrent credit can affect student aid and does produce a college transcript.

Currently there are three ways RHS students, in grades 10-12, may earn concurrent credit.

1. Through UAM. Each year UAM enters into a Memorandum of Understanding with Rison High School and through our partner provider, SEACBEC for both general and technical concurrent credit. First, for college credit to be offered, RHS teachers teaching Liberal Arts courses must be approved through the Concurrent Enrollment Faculty Credentialing Program or have a Master's Degree with a minimum of 18 hours in the area of instruction on file in the Office of Special Programs & Secondary Education. Second, will provide instructors with training in regard to course content, philosophy, delivery, and assessment before certifying instructors to teach the college/university's courses. Third, students must meet one of the required ACT, ACUPLACER, or ATLAS cut scores or GPA required by UAM prior to being enrolled. Finally, in regard to AP courses, because discrete classes that totally separate concurrent credit students from non-concurrent credit students may be prohibitive to operate, classes with a mixed population must have at least 50% of the RHS students enrolled for concurrent credit. All high school students enrolled in a concurrent credit course must meet the same requirements for completion of the course, whether or not the student is simultaneously registered for college credit.

When a course/instructor has been approved for college credit, UAM will work with RHS to register students in both the fall and spring. Eligible students enrolled within an approved concurrent credit class, may register for college credit. Appropriate deadlines will be followed. The RHS Counselor or designee provides scores or GPA and other required documents to UAM by given UAM deadlines. RHS teachers, who are UAM certified instructors, are responsible for certifying their UAM rosters and submitting grades to UAM. UAM is responsible for the professional development of teachers who serve as their instructors for the concurrent credit program. Withdrawals from these courses are treated just as college classes and may result in a "W- Withdrawal" or "WF- Withdraw Failing" on a student's college transcript.

Current RHS approved courses for UAM concurrent college credit are:

Composition I and II
Quantitative Literacy
American History – U.S. I (fall)
Tech Communication (SEACBEC)
Tech Computer Fundamentals (SEACBEC)
Tech Medical Terminology (SEACBEC)
Technical Mathematics (SEACBEC)

Please note: *These classes are subject to change from year to year depending upon RHS teacher approval by UAM and/or UAM policy or procedural changes. In addition, each course receives the college credit stipulated in that given term. AP courses, however, receive only .5 high school credit per semester. All students are to enroll in the course of study for the entire academic year to receive concurrent credit.*

2. Through AP Courses.

RHS students who enroll in AP (Advanced Placement) courses are taking courses whose teachers have received training and/or have been approved by the College Board. An AP class is basically a college course taken all year at the high school level. The student receives .5 high school credits per semester. Performance on AP exams may allow a student to be eligible for a comparable college course. The College Board assigns a score. It is up to a college to determine an acceptable score for credit. However, when AP exams are taken in May, a score of "3" is considered successful. In Arkansas, a score of "4" or "5" **must** be accepted for

college credit, but may not be within a student's course of study. Please check college websites to see what scores on what exams equate as credit for a particular college. Furthermore, prior to taking AP exams, students should code on their AP exams the college or university in which they wish to have their scores sent. It is the student's responsibility to make sure a college receives their scores. Therefore, students should be prudent and have their scores sent to their designated college of choice and follow up for college acceptance of score(s). A student may earn 3 hours' college credit per AP course depending upon their AP test score(s) and receiving institution. AP courses are given a weighted GPA value when taken a full year.

RHS classes currently available for AP credit are:
AP Biology
AP Chemistry
AP Calculus AB
AP English Language and Composition
AP English Literature and Composition
AP United States History

3. Through Virtual Arkansas

Each year RHS partners with Virtual Arkansas through an MOU agreement to provide concurrent credit via Arkansas Tech for both general education and teacher residency program college credit. Students who meet the score requirement from the ACT or equivalent test and have the qualifying GPA will be allowed to enroll in the following concurrent courses. Students earn 1.0 high school credit per semester for each 3.0 hour college course completed. Some courses, such as through the Teacher Residency program are year long in length and receive .5 credit per semester for 1.0 credit issued for the completion of the year long 3 hour college course. Current courses are:
Beginning Spanish I & II
College Algebra
College Math
Composition I/II
Intro to Biological Science – year long
Personal Health & Wellness
Public Speaking
World History I & II
Intro to Education – year long
Experiencing Art
Educational Technology – year long
Child Growth & Development – year long
Music Appreciation
US History I/II
Psychology
Intro to Cybersecurity

Concurrent College Credit Student Rules:
1. A student must have a minimum ACT composite of 19 including a minimum ACT Reading Score of 19, Math score of 19, and English score of 19. This can vary between general and technical credit rules.
2. A student must be recommended by the high school principal or counselor.
3. A student must complete an application form.
4. Proof of immunizations must be provided.
5. A student must provide a copy of their high school transcript.
6. If a student wishes to withdraw from a course after the third day of ATU classes, a student may be required to pay the ATU withdrawal fee of (currently $10) and the student's college transcript will reflect a grade of "W" for the course and could affect their college financial aid package.

Note that a student will earn 3 hours' college credit per course and one unit of high school credit for successful completion of each three-semester hour concurrent course. These classes are first come, first served with a deadline of May 31 for all requirements to be submitted.

PLEASE NOTE:
Under recent regulation, a 3-hour concurrent college credit course will receive 1.0 high school credit when taken in one semester. If the class is an AP College Board course, the course will receive .5 high school credits per semester. Remember, courses receiving college credit will generate a college transcript. Upon graduation, students are responsible for requesting transcripts from UAM or ATU to be sent to their chosen university or college of admission. Many of these institutions have deadlines to accept transferring credit from another institution. Be diligent to send your transcript and careful not to register for college classes

in which you may have already received credit. In addition, some universities will not accept a "D" as passing and therefore, will not issue transfer credit. Be sure to discuss these possible credits with your collegiate academic advisor.

Rison High School provides courses to prepare students for college and career readiness. The concurrent college credit program is not a requirement of a public high school. It is a program our school offers, when feasible, as a public service to assist students in attaining college credit while at the high school level.

CORRESPONDENCE AND ON-LINE COURSES

Correspondence courses may be taken by students in special circumstances. These courses must have prior approval of the counselor and principal. All courses taken must meet Arkansas Department of Education standards for that specific course. No student will be allowed to graduate with more than two core units earned through correspondence. All exams for all Correspondence and on-line courses will require that such exams be proctored by the Principal or his designee.

GRADUATION REQUIREMENTS 2017-18 and all graduating classes thereafter

Rison High School requires students to complete the following the Student Success Plan requirements to receive a diploma. Students are to complete the 24 credits in the following areas in grades 9-12 or must satisfy the requirements of an individual educational plan. Students must also pass the State Mandated Civics Exam.

Subjects	**Credits**		
English	4	Required English 9 or Pre-AP English l0 or Pre-AP English 11 or AP English Language English 12 or AP English Literature	
Science	3	Required Physical Science Integrated Pre AP Biology Integrated Pre AP	Choose 1 from Chemistry Integrated Pre AP, Physics Environmental Science or AP Biology
Math	4	Required Alg I or Alg I Part 1 & 2 Geometry Algebra II	Choose 1 from Pre-Calculus/Trigonometry Algebra III Bridge to Algebra II (If not SSP) AP Calculus AB Transitional Math
Social Studies	3	Required Civics/Economics American History or AP US History World History AR History	
Health/PE	1	Required Health (1semester) & PE (1 semester)	
Fine Arts ½		Choose from: Fine Arts or Art (1semester) Choral Music or Band (1 semester)	
Oral Com. Electives	½	Required Oral Communications (1semester)	
Electives	8		

Total Required: 24

Beginning with the entering 9th grade class of 2014-2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

A senior who does not complete graduation requirements will receive a certificate of attendance.

- To be eligible to walk at graduation, attendance at the graduation practice is mandatory unless excused by the principal in case of an emergency.
- To be eligible to walk at graduation, all school debts must be settled prior to noon on graduation day.
- Students not meeting graduation requirements shall receive a certificate of attendance and may participate in graduation ceremony one time.
- To be eligible to walk at graduation, students **must** follow the dress code rules as follows

GRADUATION ATTIRE

Clothing/Hair/Jewelry Regulations for Women

- Only school-approved items may be worn visible on the outside of the gown
- Dresses and skirts must not extend beyond the hem of your gown.
- Dress slacks (black or navy) are also allowed for the women.
- Black or navy shoes with moderate heel height are required. No flip flops or tennis shoes are allowed. Please wear shoes with wide enough heels that will not easily sink into the turf on the field.
- No shorts or jeans are allowed under the graduation gown.
- Graduation caps are not allowed to be decorated.

Hair: No hairstyles will be allowed if they keep the cap from being worn in its correct horizontal position. **The tip of the front flap on the cap must touch the forehead. There will be no tilted-back caps.** Use two black hair pins to hold your cap securely on your head.

Jewelry: No large hoop, flashy, or dangling earrings will be allowed. No large or flashy necklaces or bracelets are allowed. You may wear small hoops or other earrings, bracelets, rings, and wrist watch as long as they do not draw attention. No floral corsages (lapel or wrist styles) are allowed during graduation.

Notice:

- No gum is allowed at all during graduation.
- Label your cap inside with your name so you can find it after the "cap throw".
- If arrangements are needed for any handicapped family member, please notify the senior sponsor as soon as possible.
- Leave all purses and other valuables with someone else.
- Anyone under the influence of drugs or alcohol will not be allowed to participate in the graduation ceremony.

Graduation Attire Clothing/Hair/Jewelry Regulations for Men Clothing:

- Men must wear black or navy dress slacks. **NO** JEANS!
- Black or navy dress shoes and socks must be worn. Black or navy boots are acceptable.
- White collar dress shirts and black or navy standard ties must be worn (No bow ties allowed).
- **Do not wear a patterned tie.** The white shirts must have a collar that is suitable for a standard dress tie. (No tuxedo type shirts with stand-up collars)
- Only school approved items may be worn/visible on the outside of the gown.
- Graduation caps are not allowed to be decorated.

Hair: No hairstyles will be allowed if they keep the cap from being worn in its correct horizontal position. **The tip of the front flap on the cap must touch the forehead. There will be no tilted-back caps.** Men's caps will be removed during the invocation and benediction.

Jewelry: No large, flashy earrings will be allowed. No
large or flashy necklaces or bracelets are allowed.
You may wear very small earrings, bracelets, rings, and wrist watches as long as they do not draw attention.

Notice: No gum is allowed at all during graduation.

- Label your cap inside with your name so you can find it after the "cap throw".
- If arrangements are needed for any handicapped family members, please notify the senior sponsor as soon as possible.

GRADUATION INFORMATION

Students are encouraged to take classes based on their college, vocational, technical, or business school plans. Students should be familiar with the entrance requirements of the post-secondary school they plan to attend. Students should take specific classes to prepare for the ACT.

COLLEGE DAYS FOR SENIORS & JUNIORS

Seniors may request one college day per semester or if not able to take one in fall may take both in Spring. Juniors are permitted to take one college day in the Spring. Students must request a college day from the high school office one week prior to the date and must meet attendance guidelines.

ACCELERATED LEARNING

Students taking AP courses shall receive weighted credit. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam.

Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.

Students who transfer into the district will be given weighted credit for the AP courses. International Baccalaureate, Honor courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school.

HONOR, MERIT, AND DISTINCTION FROM RISON HIGH SCHOOL

Students who have successfully completed the Rison High School honor graduate policy meeting the following criteria will be designated an **honor** graduate.

- The student has a cumulative grade point average of 3.50 or higher for grades 9 -12.
- The student must not earn academic credit from the ALE during junior or senior year due to a difference in the rigor of curriculum.
- The student must complete five of the following classes to include a minimum of one Advanced Placement: Pre-AP English 9, Pre-AP English 10, AP English 11, AP English 12, AP US History, Chemistry, AP Chemistry, AP Biology, Algebra III, Trigonometry, or AP Calculus AB
- The student must meet the Cleveland County School District's attendance policy.

To graduate with **Merit** currently at RHS, students must complete a **Success Ready Pathway**, with 3 sequential credits and earn a demonstration of readiness via one of the following achievements offered at Cleveland County School District:

- Identified High Wage, High Demand Industry-Recognized Credential
- Earn **12 hours of postsecondary credit** (college courses taken while in high school),
- AP Scholar Designation (scores 3 or higher on three or more AP exams)
- AP Scholar with Honor Designation (scores an average score of at least 3.25 on all AP Exams taken, and scores 3 or higher on four or more of these exams), or
- **ASVAB score of 31** combined with enrollment in an Armed Forces pathway (to begin SY26-27).

To graduate *with Distinction* currently at RHS, students must also complete a Success Ready Pathway with 3 sequential credits and meet at least one of the following achievements offered at CCSD:

- AP Scholar with Distinction Designation (receives an average score of at least 3.5 on all AP Exams taken, and scores 3 or higher on five or more exams)
- ASVAB Score of 31 and currently enlisted in the Armed Forces

The following are the Success Ready Pathways currently offered at CCSD:

Accounting (to begin SY26-27)
Advanced Placement Scholar
Advanced Placement Scholar w/Honor
Advanced Placement Scholar w/ Distinction
Agriculture Power, Structural, and Technical Systems
Animal Science
Arkansas Military Service and Security (to begin SY26-27)
Banking
Business Finance
Computer Science: Data Analytics and Machine Learning (to begin SY26-27)
Computer Science: Information Technology and Security (to begin SY26-27)
Computer Science –Software Development (to begin SY26-27)
Concurrent Credit
Criminal Justice
Nursing Services (To Be Determined)
Pre-Educator

These recognitions under the Success Ready Pathways are part of the state's new system to reward students for advanced preparation, career readiness, language proficiency, and military readiness. Many program paths are currently being developed with other options for achievement possible in the coming years.

ACCELERATED LEARNING COURSES

"Accelerated learning" means an organized method of learning that enables a student to meet individual academic goals and graduation requirements while pursuing higher levels of skill development, including without limitation the following coursework:

1. A College Board Pre-Advanced Placement and Advanced Placement (AP) course;
2. An International Baccalaureate (IB) Diploma Program course;
3. A Cambridge Advanced International Certificate of Education course;
4. A concurrent credit course; and
5. A substantively similar course or program approved by the Division of Elementary and Secondary Education (DESE).

Students in grades seven through twelve (8-12) who take accelerated learning 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 points
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 the appropriate accrediting organization; 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 the student receives in the course as if it were a non-AP or IB course.[2]

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

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:

- Exceed the curriculum standards for a non-weighted class; and
- Lead to an approved industry-recognized certification or concurrent credit.

A student shall receive weighted credit for each approved career and technical education course upon the student:

- Completing the relevant career and technical pathway; and
- Earning the high-value industry credential aligned with the career and technical pathway.

A student who transfer into the district will be given weighted credit for the accelerated learning courses and other courses approved by DESE and DCTE for weighted credit that were taken for weighted credit at the student's previous school(s) according to the preceding scale.

CREDIT-BEARING COURSE – GRADE FORGIVENESS (8th GRADE ONLY)

I. Purpose

In accordance with requirements and guidance established by the Arkansas Department of Education Division of Elementary and Secondary Education (DESE), this policy establishes procedures for grade forgiveness for eighth-grade students enrolled in high school credit-bearing courses.

The district recognizes that middle school students enrolled in high school coursework are earning credits applicable toward graduation requirements established under the Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts and Arkansas graduation requirements.

This policy is intended to provide eligible students an opportunity to demonstrate mastery of course standards while maintaining academic accountability and integrity.

II. Legal Authority

This policy shall be implemented in accordance with:

- Arkansas Standards for Accreditation of Arkansas Public Schools and School Districts;
- Arkansas Academic Standards;
- Rules Governing Standards for Accreditation;
- Applicable graduation requirements established by the Arkansas Department of Education Division of Elementary and Secondary Education;
- Applicable district board policies.

III. Applicability

This policy applies only to:
1. Students enrolled in grade eight (8);
2. Students enrolled in DESE-approved high school credit-bearing courses;
3. Courses aligned to Arkansas Academic Standards and included within the district's approved curriculum framework.
High school credits earned in middle school shall be recorded and maintained in accordance with Arkansas accreditation and transcript requirements.

IV. Eligibility

An eighth-grade student who earns a final course grade below a C (70%) in a high school credit-bearing course may qualify for grade forgiveness provided that:
1. The course is eligible for graduation credit under Arkansas law and DESE rules;
2. A parent/guardian submits a written request for grade forgiveness within ten (10) school days of final grade posting;
3. The student participates in an approved remediation or credit recovery plan; and
4. The student demonstrates proficiency of the Arkansas Academic Standards associated with the course.

V. Forgiveness Procedures

A. Request Submission
A Grade Forgiveness Request Form shall be submitted to the principal or school counselor within the required timeline.

B. Administrative Review
The principal, counselor, and teacher of record shall review:

- Student academic performance;
- Attendance records;
- Intervention documentation;
- Course completion requirements; and
- Student readiness for remediation.

C. Remediation Requirements
The student may be required to complete one or more of the following:

- DESE-approved credit recovery program;
- Summer school instruction;
- Course repetition;
- Standards-based reassessment;
- Targeted academic intervention.

All remediation programs must align with Arkansas Academic Standards and district curriculum requirements.

D. Awarding of Forgiveness
Upon successful completion of the approved remediation plan:

- The higher earned grade shall replace the original grade for GPA calculation purposes;
- The district shall maintain documentation of the original grade and remediation process in the student's cumulative record;
- Transcript reporting shall comply with Arkansas accreditation and reporting requirements.

VI. Limitations

- Grade forgiveness shall apply only to high school credit-bearing courses taken during middle school.
- A student may receive grade forgiveness for a maximum of two (2) courses.
- Grade forgiveness shall not exempt students from state graduation requirements, end-of-course expectations, attendance requirements, or disciplinary consequences.
- Failure to complete the approved remediation plan shall result in the original grade remaining on the transcript.

VII. Administrative Authority
The Superintendent or designee shall ensure implementation of this policy in accordance with Arkansas law, DESE rules, and the Arkansas Standards for Accreditation. The building principal shall retain final authority regarding student eligibility and approval of grade forgiveness requests.

DIGITAL LEARNING COURSES

For the purposes of this policy:

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

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

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include;
    a. Manipulatives;
    b. Hand-held calculators;
    c. Other hands-on materials; and
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

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

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

Digital Course Offerings

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

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

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8 – USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

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

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

Regardless of any other provisions of the policy, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate bases on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Traditional Progression
A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

Alternative Progression

A student who does not have credit for any computer science course, the introductory level computer science courses for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:

- The student's grade point average;
- Recommendation from the student's teacher(s);
- Completion of computer science internships or independent studies
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.

MATH AND SCIENCE SCHOOL GRADUATION

Students who attended Rison High School prior to acceptance to the Arkansas School for Mathematics and Sciences may elect to participate in graduation activities the year they graduate, including prom and all graduation related activities. Students attending the Math and Science School may escort one date to the Junior/Senior Prom.

Students attending the Math and Science school will be sent a questionnaire at the beginning of their fourth year of high school in which they are to indicate which activities they plan to attend. The questionnaire will be sent to the last address of record in school district records. Failure to return the questionnaire by October 1 will constitute a waiver of the election to participate.

Math and Science students will be responsible for the costs and deadlines of these activities to the same extent as Rison students, and agree by participating to abide by the Student Handbook of the Rison School at these functions. Math and Science students who violate provisions of the Student handbook at senior activities may be barred from attending one or more future events upon recommendation of the senior high school principal, subject to appeal to the superintendent, whose decision shall be final.

Math and Science students who participate in the graduation ceremony are not eligible to speak at graduation ceremonies, but upon presentation of an official transcript from the Math and Science School by May I will be recognized as honor graduates if appropriate and based on the criteria of the Cleveland County School District for honor graduates. Math and Science students who choose to participate in graduation ceremonies will not receive diplomas issued by the Cleveland County School District, but instead be presented with certificates of recognition.

PROM

Only juniors and seniors of Rison High School and their dates may attend the Junior/Senior Prom. Juniors and seniors are to sign up to attend the prom in the Principal's Office and are to list their date. Student's dates who do not attend Rison High School will have to be approved by the Prom Sponsor and the Principal. Students at Rison High School assume responsibility for their date's behavior while at the Prom or while on school property. If a student's date is expelled from the Prom, the Rison High School student may also be expelled from the Prom. Rison High School students who attend the Math and Science School may attend the Prom as explained in the section **Graduation - Math and Science School Students.**

Juniors are responsible for setting up and cleaning up Prom. Each Junior attending must participate as assigned by the Sponsor. Students who have an issue with scheduling time must have administrative approval to miss.

Prom Rules

1. All students in good discipline standing in grades 11 and 12 at Rison High School will be invited to the prom.
2. Each Jr.'s and Sr.'s date's name must be submitted to the office and, if a student, must be in good discipline standing with his/her school.
3. Students in grades 11 and 12 may invite a date as long as they are at least in the 9th grade and are not over 20 years of age. Dates that are not in the 11th or 12th grade at Rison High School must be recorded on the date list in the office prior to noon on Wednesday before prom.
4. All guests that do not attend Rison High School are **required** to bring a photo identification card to be admitted to prom.
5. Students that attend the Arkansas School for Math and Sciences in Hot Springs will be allowed to attend the prom and may bring a date as long as the student has signed his/her date on the date list in the office prior to noon on Wednesday before the prom.
6. Students who are not invited guests will not be allowed inside the doors of the prom on prom night.
7. Students who owe Junior Class dues to the Junior class will not be allowed to attend the prom.
8. Dresses for the prom will not expose the midriff. Students wearing dresses that expose the midriff will not be allowed to enter the prom.
9. Males attending the prom are required to wear a tie unless they are wearing a suit or tuxedo that does not require a tie.
10. Students will be expected to act and pose appropriately for prom pictures. Obscene gestures or inappropriate use of the hands will not be allowed.
11. Students are expected to dance appropriately. Students who dance in an explicit way will not be allowed to remain at prom.
12. Once students and guests enter the prom, they are to remain at the prom. If a student or his/her guest leaves the building that prom is in they will not be allowed to return to prom. They must also leave the school campus.
13. Juniors and seniors who are not absent any period the week of prom will be dismissed as follows
    (THIS ONLY APPLIES TO RHS STUDENTS WHO ATTENDS THE RHS PROM):
    - Juniors – Day of Prom at noon
    - Seniors – Day of Prom all day

    Juniors and seniors who are absent a period the week of prom will be dismissed as follows:
    - Juniors - Will not be dismissed early Prom Day
    - Seniors - Will be dismissed at noon day of Prom

If Prom is held on a Saturday student will not be dismissed early on that Friday before Prom. Juniors and seniors who are absent a period the week of prom and who do not attend school as required on prom day, will not be allowed to enter prom. Students who participate in an organized skip day must attend school on day of prom in order to attend prom. Senior (any grade level) skip days are defined as school days in which ½ of the class is absent, without professional documentation, will be designated as a "senior (any grade level) skip day." Freshman and Sophomores may attend prom if they do not have an unexcused absence for any period during the week of prom. Freshmen and Sophomores must be an invited date of a Rison junior or senior and must be on the date list in the office by noon on Wednesday before prom. Freshmen and Sophomores who are invited guests to prom and have perfect attendance during prom week will be dismissed on the day of Prom at 2:00 p.m. All Rison students attending prom must pay all school debts prior to noon on day of Prom. Any student who owes a debt to the school will not be allowed to enter prom. The principal and/or prom sponsor will make final decisions on all dress code issues for prom. All students and parents are encouraged to check with the principal/prom sponsor well in advance of prom concerning any questions about dress code. Any student's attire deemed inappropriate by the principal/prom sponsor will not be allowed to enter prom.

FORMAL GOWN DRESS CODE

A "V" Neck: Make sure the "V" is not lower than midway between your breast. If the bottom of your breast is exposed, then it is too low. The back of the dress: All females have dimples on their backs above their buttocks. The dress may not expose the dimples. Side splits and slits: Measuring from the slit/split. No less than 10 inches from the end of the split/slit to your private parts. Front and back splits/slits: Measuring from the slit/split, no less than 10 inches from the end of the split/slit to your private parts. Short dresses: This is the "dollar bill" rule. With the dress on, get on your knees. Have someone help you measure. Place a dollar bill vertically on the floor and measure up the hem of the dress. This is also 6 inches. Anything shorter will not be accepted. Mid-drift: Dresses that expose ANY part of the mid drift will not be allowed. Some dresses have lace or sheer fabric that covers the mid drift while allowing you to see through. This is not allowed. There are also dresses that are cut in a curve design that allow for some of the sides and stomach to be seen, again, this will not be allowed.

CUMULATIVE RECORDS

A complete transcript is maintained for all current and former students of Rison High School. Transcripts will be mailed directly to any college, university, vocational school, business, etc., as requested by any graduate. A health record is maintained in each current student's cumulative folder. End of Course, SAT-10, benchmark, Advanced Placement, and ACT test scores are maintained as a part of student's permanent record.

SEMESTER TEST EXEMPTION S- FALL

Semester Test Exemption Policy (Grades 7–11)

Students in grades 7–11 have the opportunity to be exempt from their fall semester tests based on their performance on the state standardized test.
To be eligible for exemption, students must:

- Show growth, or score Ready or Exceeding on the state test.
- Maintain at least a C average in the class they want to be exempt from.

Full Exemption:
Students who show growth or score Ready or Exceeding in all subjects on the state test and have at least a C in their classes will be exempt from all semester tests.

Partial Exemption:
Students who meet the criteria in some subjects may be exempt from semester tests in those specific classes, as long as they also have a C average in those classes. Since there is no 9th grade Science ATLAS Summative, students scoring a level 3, 4, or growth on their 8th-grade Summative Science ATLAS will meet requirements for Biology Fall Semester Exam Exemption.

Students will lose exemption status if they:

- Receive Out-of-School Suspension
- Are placed in the Behavior Learning Lab more than twice
- Are found guilty of cheating, using AI, or plagiarism
- Have more than 10 absences

Senior Semester Test Exemption Policy
Seniors have a special opportunity to earn exemption from fall semester tests based on their ACT scores or AP exam results.

To be eligible for full exemption, seniors must:

- Score a composite of 24 or higher on the ACT
- Have at least a C average in all classes related to tested subjects

Full Exemption:
Seniors who meet both criteria above may be exempt from all of their semester tests.

Partial Exemption:
Seniors may be exempt from semester tests in specific classes if they meet one of the following:

- Score a 19 or higher in a specific subject area (English, Math, Reading, or Science) on the ACT and have at least a C in that class
- Score a 3 or higher on an AP Exam and have at least a C in the corresponding AP class

Seniors will lose exemption status if they:

- Receive Out-of-School Suspension
- Are placed in the Behavior Learning Lab more than twice
- Are found guilty of cheating, using AI, or plagiarism
- Have more than 10 absences

Career & Technical Education (CTE) Classes:
Students enrolled in Agriculture, Business, or Family & Consumer Science courses may also be exempt from the semester exam if they:

- Meet the state-set passing score (70%) on the End-of-Course Exam,
- AND meet all discipline and attendance requirements for exemption listed above.

SEMESTER TEST EXEMPTIONS- SPRING

Spring Semester Test Exemption Policy (Grades 7–12)
Students in grades 7–11 can earn exemption from spring semester tests based on **good attendance**, **positive behavior**, and **grades**.
To qualify for exemption, students **must not**:

- Receive **Out-of-School Suspension**

- Be assigned to the **Behavior Learning Lab (BLL)** more than twice during the school year
- Be guilty of **cheating**, **plagiarism**, or **AI misuse**

If students meet the discipline requirements above, they may be exempt from **semester tests in each class** where they meet the following:

Exemption Criteria by Class Period (Second Semester):

- **A Average** (90–100): No more than **6 absences**
- **B Average** (80–89): No more than **4 absences**
- **C Average** (70–79): No more than **2 absences**
- **Below a C Average**: **Must take the semester test**, regardless of attendance

- ❖ Absences are counted **per class period** and include both **excused and unexcused** absences. Absences such as school field trips, death of immediate family member (up to 3 days), Principal approved.
- ❖ **Three unexcused tardies = One absence** for exemption purposes.

Students with an IEP:
Students receiving special education services under an IEP that states they are expected to meet regular attendance requirements at Rison High School may be exempt if they:

- Have **6 or fewer absences per class** during the second semester
- Earn a **passing grade** in the class

Important Notes:

- Teachers will receive official class-by-class attendance lists before testing.
- Grades used for exemptions will be based on the **average of the 3rd and 4th nine weeks**.
- Teachers will notify students of their exemption status **on the last school day before semester tests**.

All absences recorded in the official school attendance register, whether the absence is excused or unexcused, will be considered in determining whether a student is exempt from semester tests. Absences are recorded by class period. Attendance and grades will be checked in each class period to determine semester test exemptions. Three unexcused tardies count as one absence for semester test exemptions.

SEMESTER TEST REGULATIONS

1. Students who do not have any semester tests are not to be on campus.
2. Students may check out at the end of the testing period if they do not have any other tests that day. Students must have a parent/guardian note or parent/guardian may come into the office and sign them out. **No phone calls, e-mails or faxed copies will be allowed.**
3. Students may not check out and then return for a test the same day. Once a student has checked out they are to leave and not return for any reason that day.
4. Students are not to leave the class rooms for any reason until the testing period is over. Students must wait until the bell rings. **NO EXCEPTIONS!**
5. Students who do not have a semester test in any given period, but are unable to check out, **must** go to that period's class.
6. Students who ride the bus to school may not leave campus unless they check out. After checking out they must leave campus and cannot ride the bus home.
7. Students who check out are not to go to the Elementary School.
8. Students do not have to come to school until testing time. Students are not to arrive on campus more than 10 minutes before their scheduled testing time.
9. Students who cause problems and/or disturbances will be suspended, and as a result of being suspended, students cannot take semester tests and will receive a score of 0. Suspensions will carry over to the next semester or school year.

SCHEDULES AND SCHEDULE CHANGE REQUESTS

Schedule requests by students are made during the spring semester for the following year. The schedule request procedure is administered by the high school counselor. Parents are encouraged to guide their child(ren) in selecting requests for elective classes. School officials will be happy to provide information and answer questions that will assist students and their parents in making this important decision. Each student's schedule is determined during the summer by the principal with assistance from the counselor. Every effort is made to honor requests made by the student.

Schedules will be picked up at the school by students according to a schedule which shall be published in the local newspaper in early August. Students and parents who do not have access to the local newspaper may contact the school by August 10 to receive information regarding student schedule pickup.

Students may request a schedule change **only on the first two days of class.** Requests for schedule changes will not be accepted after the second day of class. Changes will be made only if there is a valid and compelling reason for doing so. No schedule changes will be made without the prior approval of the counselor and the principal.

STUDENT DISCIPLINE

The Cleveland County 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 Cleveland County School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

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

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

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

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

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

STUDENT BEHAVIOR

1. The guiding principle for student behavior at Rison High School is that students will respect all people, including themselves, and all property, including their own, at all times. A student's behavior at Rison High School should be such that will reflect credit on the student, his/her parents, and our school. It is the belief of the Cleveland County School District that responsibility to display acceptable behavior and attitude lies with the individual student. When students are attending school or school sponsored events, the faculty and staff have the responsibility of ensuring that students accept this responsibility. Each teacher is expected to handle incidents of inappropriate behavior himself, acting within the policies of the Cleveland County School District. However, it is sometimes necessary for the principal to intervene in situations where inappropriate behavior is serious or occurs repeatedly. The Cleveland County School District further believes that parents have the right and the responsibility to assist school officials when

requested to ensure that their child(ren) display behavior which conveys respect for themselves, their fellow students, school employees, and the educational process.

2. Upon receipt of a copy of the student handbook at the beginning of school, students and parents are to read the handbook and sign and return signature page in the student handbook. Signing the form does not necessarily indicate agreement with all policies, merely that the parent/student received the policies. Questions about policies that are not understood should be brought to the attention of the principal within one week after the student receives the handbook. Students will return the signed statement to the high school office as directed on the signature page. Students who do not return the signed statements within ten school days of having received the handbook will not be allowed to attend school until the statements are returned as required.

3. All students of Cleveland County School District are under the direction of and are to follow the reasonable instructions of all teachers, all administrators, all bus drivers and, all other employees of the Cleveland County School District.

4. Students who are guilty of the following behaviors may be punished by detention, suspension, or expulsion from school. In addition to school punishment, law enforcement officers will be contacted whenever school officials deem necessary or when doing so is required by state law.

a. insubordination - This is an unwillingness to submit to proper authority; disrespect; or willfully ignoring directions (A student who is written-up and determined by the principal to have been insubordinate with school personnel 3 times during the school year would lose the privilege of traveling/participating with the school on field trips, ball games, club conventions, school competitions, etc. for the remainder of the school year.)

b. classroom disruption

c. habitual un-cleanliness, dress, or appearance that would present health and safety hazards or cause disruption of the educational process

d. refusal of student to identify himself upon request to proper school authorities in school buildings, on school grounds, or at school sponsored events

e. participation in demonstrations or acts which interfere with or disrupt the operation of the school, classrooms, or campus

f. distribution or possession of materials which interferes with or disrupts the education process

g. publishing libelous or obscene matter

h. disorderly conduct, abnormal, irrational, or disruptive behavior

i. unauthorized commercial solicitations

j. commission of or participation in criminal acts on school grounds, in school buildings, or at school sponsored events

k. purposely jamming lockers; putting stickers/taped items on lockers

l. disturbing the peace by using profane, violent, vulgar, or insulting language/committing or participating in indecent and/or immoral acts

m. not following teacher's instructions/directions or being dishonest (i.e. lying) to a faculty member

n. possessing, handling, or storing fireworks of any type

o. participation in any activity which may be termed gambling or wagering where the stakes are money or any other object or objects of value

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

q. "Firearms" 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/sword
- Box cutter
- Nun chucks
- Explosive;
- Taser or another instrument that uses electrical current to cause neuromuscular incapacitation;
- Any other instrument or substance capable of causing bodily harm.

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

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

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

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

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

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

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.

r. causing or attempting to cause damage to school property or stealing or attempting to steal school property, public, and/or private property while under jurisdiction of the school

s. Possession of Personal Electronic Device (Policy on page 60)

t. exhibiting any gang related behavior including, but not limited to, hand signs

u. Drinking beverages (exception bottled water and non-caffeinated sports drinks policy) in buildings, leaving cups, containers, wrappers, etc., on the grounds. Drinks brought from home will remain in the student's locker until lunch. Students are allowed to take lunches out of the cafeteria; however, administration reserves the right to amend should trash become a problem. No energy drinks allowed on campus.

v. bringing to school or possessing on school property during school hours' radios, tape or CD players, CD's, DVD's, MP3 players, and other electronic media or gaming devices. Laptop computers are to be used for academic purposes and not for gaming or other forms of entertainment while at school. Electronic devices which utilize the school's network resources (wireless or direct wired) must be approved by the principal and technology coordinator before using on campus.

w. running, pushing others, loitering in or around doorways or in restrooms between classes, breaking line in the cafeteria or elsewhere

x. leaving books or other material unattended except in lockers or in a classroom (with the teacher's permission). If the student to whom a book is issued is not present, the book is considered to be unattended.

y. cheating will not be tolerated. A grade of zero shall be assigned to any assignment or test where a student was cheating in addition to any disciplinary penalties imposed by the principal/assistant principal if referred by the teacher. Students guilty of cheating will lose their exemption status.

z. Plagiarism will not be tolerated. Plagiarism refers to a form of cheating that has been defined as "the false assumption of authorship: the wrongful act of taking the product of another person's mind, and presenting it as one's own." (Alexander Lindey. Plagiarism and Originality, New York: Harper, 1952) to use another person's ideas or expressions in writing without acknowledging the source is to plagiarize. Plagiarism, then, constitutes intellectual theft. If a student chooses to plagiarize his/her research paper/project, that student will receive a zero on his/her project/paper and may receive additional disciplinary sanctions as decided by the principal. Students guilty of plagiarism will lose their exemption status.

5. Selling/receiving any merchandise/goods (food, jewelry, air fresheners, etc.) for personal profit on school property is prohibited.

6. (a) A fight is defined as a physical confrontation between two students. A physical confrontation involving more than two students will be handled accordingly. Any student videoing a fight will receive the same consequences as the students involved in the confrontation as listed below.

(b)Fighting will not be tolerated on school grounds or school buses, in school buildings, or at school-sponsored events. The penalties for fighting under normal circumstances as determined by the principal are as follows:

1st occurrence - 3 days OSS
2nd occurrence - 5 days OSS
3rd occurrence - 10 days OSS and recommendation for Compass Academy

In extreme circumstances where determined by the principal the penalty for fighting may escalate up to and include a 10- day suspension from school and/or recommendation for expulsion for the remainder of the semester or year even on the first offense. A parent-student-principal conference will be required upon reentering school following any suspension for fighting.

Avoiding a fight is defined as removing yourself from the situation and informing the duty teacher, principal, or another teacher immediately. Students who choose to stay in the situation, do not inform school officials about the situation and then use physical force shall be guilty of fighting; however, a student defending themselves will receive no punishment. Students guilty of inciting a fight will be subject to the consequences in this fighting policy.

Acting or Conspiracy to "Threaten Another or Inflict Bodily Harm or Assault" The intent of this policy is to address actions that are premeditated and/or spontaneous where one or more-person(s) plan or act together to threaten another, inflict bodily harm, or assault another. When one or more-person(s) plan or act to threaten, intimidate, inflict bodily harm, or assault another person(s), the principal may, according to the severity of the incident, impose up to a 10-day suspension and/or recommend the expulsion of the conspiring student(s) for the remainder of the semester or school year.

7. Tobacco Abuse Policy: Students are not allowed to use or have in their possession tobacco in any form, (including, but not limited to, cigarettes, cigars, chewing tobacco, smokeless tobacco, e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.) Students are not allowed to have in their possession products associated with the use of tobacco (matches, lighters, cigarette papers, tobacco containers, etc.) This restriction applies to any student at any time he/she is attending any school event at any place and to any student at any time and any place he/she is under the direct supervision of a school employee. School officials will notify law enforcement when students are found in use or possession of tobacco products on school property. Penalties for violating this policy are:

1st offense – 5 days BLL and do a research paper on dangers of vaping.

2nd offense – 10 days BLL and counseling

3rd offense – Same as 2nd offense

4th offense – Same as 2nd offense

*While assigned to BLL, students will complete an assignment related to tobacco use and complete a counseling session with the school nurse and/or counselor on the ill effects of tobacco on a person's body.

8. All threats will be taken seriously. Law enforcement shall be requested to investigate and prosecute.

9. Students are not permitted to have hand-held laser pointers at school, at school related events or while on school property. Hand-held laser pointers possessed by students shall be confiscated by school personnel and turned in to the High School Office. The pointers shall not be returned to the student and may be turned over to law enforcement officers. (Act 1408 of 1999). Students will be disciplined with detention, BLL, OSS, or recommendation for expulsion.

10. Upon possession of any firearm or other weapon prohibited on school grounds by state law by a student while on school grounds, said student will serve an automatic one-year expulsion from school imposed by the superintendent of schools; provided, however, that the superintendent shall have discretion to modify such expulsion requirement for a student on a case-by-case basis. (Act 567 of 1995)

11. 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 suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

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

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

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

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

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency.

If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

12. Gang, secret societies, or other similar groups, whether organized in the community or in other settings, are prohibited on the school grounds and campus and at any school-sponsored activity. Gang-related activity-whether genuine or a pretense- that is identified by school officials will result in a minimum five (5) day out-of-school suspension up to a maximum of expulsion for the remainder of the semester. A second offense of gang-related activity will result in a recommendation for expulsion for the remainder of the semester, the remainder for the school year, for one calendar year, or permanently. Students who are arrested for gang-related offenses, regardless of where the offense may have occurred may be expelled for the remainder of the semester, for the remainder of the school year, for one calendar year, or permanently, depending on the circumstances of the arrest. Gang-related activities include but are not limited to such activities as wearing apparel associated with gangs, displaying

gang insignia, "throwing signs" or other gestures or language (however expressed) associated with gangs, intimidation, and threats.

13. The Cleveland County School District reserves the right to punish behavior which is not conducive to good order and discipline in the schools, even though such behavior is not specified in the preceding list of prohibited behaviors. A student may be suspended or expelled for immorality, refractory conduct, insubordination, infectious disease, habitual un- cleanliness, or other conduct that would tend to impair the discipline of the school or harm the other pupils, regardless of whether the student's conduct occurs on or off campus and during or between school terms and regardless of whether a specific prohibition of the conduct is contained in this student handbook.
14. Hazing - Arkansas law §6-5-203 requires that any student convicted of hazing shall be expelled from the school he/she is attending. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program.
15. Any unfinished discipline consequences carry over to the next year.

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.

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;[1]
- 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; or
- The possession of the personal electronic device is during a special event during the school day.

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;[1]
- 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; 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 bathrooms;
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;[3] 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.[4]

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.[1, 5]

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 .[2] Students have no right of privacy as to the content contained on any personal electronic devices that have been confiscated.[3] A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.[6]

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:[7]

1st occurrence- 2 days detention & check in devices in office 2 days
2nd occurrence- 3 days detention & check in devices in office 3 days
3rd occurrence- 5 days detention & check in devices in the office 5 days & parent pick up
4th occurrence3 days ISS & parent pick up & no phone on campus for a week
5th occurrence- further disciplinary actions assigned by the principal

Students refusing to check in electronic devices and/or leave them at home will receive an in-subordination write-up.

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 increase by an additional level.

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 devices(s) shall only be as directed or assigned by staff or teachers; students are advised 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 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 the 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, and 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 electron devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

SEX DISCRIMINATION AND SEXUAL HARASSMENT

The Cleveland County 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;[1]
- 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 decide about alleged sex discrimination or sex-based harassment.

"Education program or activity" includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the 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;[2] or
   b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;[2]
2. The conduct is:
   a. Unwelcome; and
   b. Is subjectively and objectively offensive and so severe; or pervasive 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 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 initiation 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 respondent 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
7. have impacted multiple individuals;
8. The availability of evidence to assist a decision maker in determining whether sex discrimination or sex-based harassment occurred; and
9. 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 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 inconsistent 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.

Students 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 Rehabilitation 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 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 appearance 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.[5]

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[6] 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.[6]

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 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 or 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[8] have engaged in sex discrimination or 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 or 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 or 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 or 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 ~~formal~~ complaint of sex discrimination or 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.

BULLYING POLICY

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or properly; 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.

A school principal or his or 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.

DEFINITION:

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:

1. May address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. 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 perceive 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 who the other student or school employee is associated.

Cyber bullying of School Employees includes, but is not limited to:

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

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

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

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

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

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

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 principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

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 (5) 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 investigating; and
   c. 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.

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, students, school volunteers, and employees shall be given copies of the notice.

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

Copies of this policy shall be available upon request.

AIM:

In the belief that Cleveland County Schools provides a safe and supportive learning environment, it endeavors to:

- Promote the right of all students of the school, working within the school to an environment free from bullying and harassment.
- Eliminate bullying and harassment.

GUIDELINES: At Rison High School it is intolerable for a student or group of students to bully or harass:

- Any student or group of students
- Any visitors to the school premises
- To request, instruct, induce, encourage, authorize, or assist another to bully or harass.

***Furthermore, Act 1437 of 2005 requires that the person or persons filing a complaint not be subject to retaliation or reprisal in any form.**

IMPLEMENTATION:

- The school will provide material on bullying, tolerance and relationships.
- Provide a safe environment for students, teachers, ancillary staff and visitors.
- Provide a supportive environment which encourages positive relationships between students and peers.
- Implement Anti Bullying Policy in a fair and consistent manner.
- Respond to all reports of bullying and harassment as outlined in the consequences statement of this policy.
- Model appropriate behavior on a consistent basis
- Ensure that the bullying policy is implemented by staff.

CONSEQUENCES:

Students reported for a first incidence will be counseled and a note made that the student has been counseled once for bullying, parental contact will be made, and the student will be assigned detention hall. Students reported for a second incidence will be given 3 days Behavior Learning Lab and have their parents notified in writing. Counseled means the offending student will be required to attend a counseling session with school counselor. Students reported for a third incidence will be assigned 5 days BLL. A parent conference will be required for third offense. Students reported for a fourth incident will be assigned 10 days Out-of- School Suspension. A parent conference will be required upon the student returning to school. Students reported for a fifth incident will be recommended for expulsion for the remainder of the school year. Parents will be notified in writing of the intent to recommend expulsion. Severe breaches of the anti- bullying policy as determined by the principal may result in suspension or recommendation of expulsion even on the first offense.

PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. 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;
18. 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;
19. Hazing, or aiding in the hazing of another student;
20. 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;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property;
25. Antisemitism

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

REMOVAL OF STUDENT FROM CLASSROOM

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:

- A classroom; or
- 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.

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 classroom 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 lead 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.

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

DISCIPLINARY MEASURES

1. Teacher-Administered Disciplinary Measures

Teachers employ professional discretion in applying appropriate disciplinary practices in dealing with routine disciplinary infractions. The disciplinary practices shall not violate any school policy, shall be appropriate, and shall not be designed to degrade or to humiliate the student. However, disciplinary action may involve extra work and/or time on the part of the student.

2. Referral to Office

Inappropriate behavior by a student anywhere on school premises or at school sponsored events at any location will be referred to the office for appropriate disciplinary actions per Handbook rules.

3. Detention

The Cleveland County School District uses detention as part of the high school disciplinary policy. The primary objective of detention is to modify student behavior without utilizing more drastic disciplinary measures such as suspension or expulsion.

Detention Policies

a. Detention will be assigned only after other means of discipline have been attempted.

b. Assignment to detention will be made only by the principal. The principal will have the infraction and the number of times a student has been referred to the office. However, input from teachers may be taken into consideration. Parents will be notified in writing of the reason for the assignment, the number of days of the assignment, and the beginning and ending date of the assignment.

c. Parents shall have the option of choosing Morning Detention, Saturday Detention, or Behavior Learning Lab. To exercise this option, parents will so indicate on the detention notice before signing and returning it to the principal. Detention notices must be turned in to the high school office before the 1st tardy bell rings. BLL shall be for the same number of days as the assignment to detention.

d. Any student who receives three different assignments to detention may be suspended for three days if he/she is guilty of a behavior which would otherwise result in another assignment to detention.

e. Transportation to detention shall be the responsibility of the parent/guardian and/or the student.

f. Students who do not begin serving detention promptly or who are sporadic in serving detention may receive additional days assigned to detention by the principal or be suspended in addition to the original assignment to detention.

Rules for Morning Detention Monday-Friday

a. Students will have necessary material to do academic assignments. Students will be in the detention room and seated by 7:20 a.m. Any student not seated by that time will not be allowed to enter and will make up that day and serve an additional day. Students will be released at 7:45 a.m. It is considered and unexcused absence in detention if you arrive after 7:20 a.m. An unexcused absence in detention will result in a penalty day being assigned. If you arrive after 7:20, you may be allowed to stay in the detention room to avoid inclement weather. However, it will not count as a day served in detention.

b. Students will report to the supervisor and take assigned seats immediately and begin work as assigned.

c. Any student who does not bring work or who is not working on assignments will be assigned another day. Excessive abuse of these rules may result in suspension.

d. Talking or leaving seat will result in another day of detention being assigned. If a student has a question concerning an assignment, he/she must raise his/her hand for recognition by the supervisor. The supervisor will go to the student.

e. Students who miss detention and are absent from school will make up that day provided the absence from school is excused. If the student miss's detention but is present for school or has an unexcused absence from school, the day will be made up and a penalty day will be added.

f. The detention form must be signed and returned by the end of the detention assignment. A penalty day will be added for each day the form is not returned.

Rules for Saturday Detention

1. Transportation is the responsibility of the parent/guardian and/or student. All students must be seated and working by 8:00 a.m. Any student not seated by that time will not be allowed to enter and will make up that day plus an additional penalty

day. Students will be dismissed at noon or according to their given consequences. Each detention day is equivalent to 30 minutes of Saturday detention.

2. Students must have materials necessary to do academic work, no electronic devices allowed. Any student not following the supervisor's instructions will be assigned an additional day of detention.
3. Students will not talk, distract others, or leave their seats. Doing so will result in an additional day of detention. If a student has a question, he/she must raise his/her hand for recognition by the supervisor.
4. Students will be subject to BLL if they do not begin their detention on the assigned date and complete it accordingly. Students who miss detention and are absent from school will makeup that day provided the absence from school is excused. If a student misses' detention, but is present for school or has an unexcused absence from school, the day will be made up and an additional day will be assigned. In case of an **emergency,** the parent must email the principal at letitia.walker@ccs1.org before 7:30 A.M. on the morning of detention.

   1st occurrence – Full day of Saturday detention;
   2nd occurrence – 3 days BLL
   3rd occurrence – 5 days BLL
5. Students receiving more than 10 days of detention are required to attend Saturday School.
6. After missing 3 days of Saturday Detention, the student will no longer be allowed to choose Saturday detention and must do morning detention and/or BLL.

Automatic Assignments to Detention and/or Behavior Learning

Certain behaviors lead to automatic assignments to detention. The list of behaviors that follows does not include every behavior which may result in a detention assignment. The list simply specifies behaviors which will lead to an automatic detention assignment. **Consequences for letters b, c, d, e, f, g, 1 and s are cumulative for the year**.
They are as follows:

a. **Unexcused tardies: The tardy count renews at the beginning of each nine-week grading period. These will be handled in the principal's office.**

1st tardy - warning
2nd tardy - 2nd warning
3rd tardy - 2 days detention
4th tardy - 3 days detention
5th tardy - 4 days detention and parent conference
6th tardy - 3 days of Behavior Learning Lab
Students who have more than six tardies shall be subject to even more serious disciplinary measures.

b. **Throwing food/objects in cafeteria**:

1st occurrence - 2 days detention
2nd occurrence - 3 days detention
3rd occurrence - 5 days suspension from the cafeteria
4th occurrence - suspension from the cafeteria for remainder of the year

c. **Leaving or not attending a class without office and teacher permission**:

1st occurrence - 5 days detention
2nd occurrence - 3 days BLL
3rd occurrence - 3 days out-of-school suspension
4th occurrence - further disciplinary actions will be taken

d. **Truancy**:

Truancy means being absent from or leaving school without parent and/or school authorities prior- permission. The count of occurrences of truancy is continuous from beginning to end of the school year.

1st occurrence-10 days' detention for each day missed, unexcused absence for each day missed, parent conference required for student to be allowed out of detention, and forfeiture of free days from school, i.e., field trips, college day, senior day, etc. Semester test exemptions will be forfeited.
2nd occurrence-3 days BLL
3rd occurrence-5 days BLL
4th occurrence - 10 days BLL

e. **Theft, extortion, or destruction of school property**:
The count of instances of theft, extortion, or destruction of school property continues from beginning to end of the school year. Only school sanctions are listed. Punishment for these acts shall be determined in accordance with the nature, extent, and severity of the incident. Possible disciplinary measures include detention, suspension, and expulsion. Restitution shall be required. Law enforcement officers will be notified when appropriate and/or required.

f. **Obscene or inappropriate language, gestures**:
1st occurrence - 5 days detention
2nd occurrence - 5 days Behavior Learning Lab, parent conference required before student is dismissed from Behavior Learning Lab
3rd occurrence – Out-of-School Suspension
4th occurrence - Expulsion
Obscene or vulgar language or gestures directed at school employees may result in suspension and/or recommendation for expulsion even upon first offense. Student may also face criminal prosecution per Arkansas Code Annotated § 6-17-106.

g. **Obscene, vulgar, or inappropriate acts:**
1st occurrence - 10 days out-of-school suspension with parent conference required with possible recommendation for expulsion.
2nd occurrence- recommendation for expulsion

h. **Refusal or failure to do homework or class work:**
1st occurrence - 7th - 9th grade (parent contact); 10th - 12th (parent contact and 1-day detention)
2nd occurrence - 2 days detention
3rd occurrence - 3 days detention
4th occurrence - 4 days detention and parent conference required before student is released from detention
5th occurrence – 5 days detention
6th occurrence – 3 days BLL
Students must complete assignments to be released from detention or DLL.

i. **Drinks:** (exception bottled water policy) /etc. in the building and on buses
Students who bring flavored water, water with additives, or water in a container other than a clear, colorless, capped bottle may lose their privilege of having water in the classroom. Students are allowed to have snacks and gum per teacher's discretion. Students littering or abusing the policy may be subject of forfeiting these rights. **No energy drinks allowed on campus.**
1st occurrence - Warning
2nd occurrence – 2 days detention
3rd occurrence – 3 days detention
4th occurrence - 4 days detention
5th occurrence – 3 days BLL

j. **Running, pushing, and horse-playing while on campus or at school sponsored events:**
1st occurrence - Warning
2nd occurrence - 2 days detention
3rd occurrence - 3 days detention
4th occurrence - 4 days detention
5th occurrence – 5 days detention
6th occurrence – Further disciplinary action will be taken

k. **Classroom Disruption: (talking, throwing objects, passing notes and other activities that cause a distraction)**
1st occurrence - 2 days detention
2nd occurrence - 3 days detention
3rd occurrence - 4 days detention
4th occurrence - BLL will be assigned

l. **Cell phones/Smart Watches/I Pads/Electronic Devices**
1st occurrence- 2 days detention & check in devices in office 2 days
2nd occurrence- 3 days detention & check in devices in office 3 days
3rd occurrence- 5 days detention & check in devices in the office 5 days & parent pick up
4th occurrence 3 days ISS & parent pick up & no phone on campus for a week (7 days)
5th occurrence- further disciplinary actions assigned by the principal
Students refusing to check in electronic devices and/or leave them at home will receive an in-subordination write-up.

m. **No classroom materials/books:**
All occurrences - get materials needed and an unexcused tardy.
Note: If textbook/materials are not on campus or if they are unattainable (in a vehicle, in another student's locker, etc.) - 2 days detention

n. **Unattended textbooks**:
1st occurrence – verbal warning
2nd occurrence - 2 days detention
3rd occurrence – 3 days detention
4th occurrence – 4 days detention
5th occurrence - further disciplinary action will be taken

o. **Sleeping in class:**
1st occurrence - 1-day detention
2nd occurrence - 2 days detention
3rd occurrence - 3 days detention
4th occurrence – 4 days detention
5th occurrence - further disciplinary action

p. **Writing, passing or receiving notes in class**:
1st occurrence - 1day detention
2nd occurrence - 2 days detention
3rd occurrence - 3 days detention
4th occurrence – 4 days detention
5th occurrence - further disciplinary action

q. **Not following teacher's instructions/directions:**
1st occurrence - 2 days detention
2nd occurrence- 3 days detention
3rd occurrence - 5 days detention
4th occurrence - further disciplinary action

r. **Presenting forged medical/doctor's notes as an absentee:**
1st occurrence – 5 days detention
2nd occurrence – 3 days BLL
3rd occurrence – 5 days BLL

s. **Cheating, Plagiarism, Using AI**
1st occurrence: zero on work, lose exemption status and 2 days detention
2nd occurrence: same as 1st and 4 days detention
3rd occurrence: same as 1st and 6 days detention
4th occurrence: same as 1st and 3 days ISS

t. **PDA (Public displays of affection) are not permitted on the school campus. Physical contact will not be permitted (this includes holding hands**).

1st occurrence - 2 days detention
2ndoccurrence - 3 days detention
3rd occurrence - 5 days detention
4th occurrence - 3 days BLL

BEHAVIOR LEARNING LAB

Education in its broad sense is not merely the training of the mind, but rather a general training of the physical, moral, and mental self. In order to develop these traits, a desirable school environment must be created in which our youth may be instructed according to their needs. Therefore, any student who disrupts this process or creates problems that prevent other students from having that desirable environment must be separated from the student population until they can conform to the rules.

It is also understood, if a student is not at school, then that student is going to fall behind and his grades will become unacceptable. With these thoughts in mind, the Cleveland County School District has established a Behavior Learning Lab.

This will give any student who has a problem a chance to correct that problem and allow them to stay in school. This is a student's last chance before being suspended from school.

It must also be understood that Behavior Learning Lab is only one alternative, and may not be the solution or consequence to some discipline problems. The nature and severity of discipline problems can and will determine the appropriate discipline measure to use. Some discipline problems, by nature and by law, will not be tolerated nor will they be dealt with through BLL. In some cases, out-of-school suspension becomes the appropriate action. These situations will be dealt with on a case by case basis.

When a student's behavior warrants a Behavior Learning Lab assignment and the student has been removed from class for disrupting the educational process, the student may be placed in BLL for the remainder of the school day if returning to the regular classes may result in additional disruption. The student's placement in BLL for the remainder of the school day will be at the principal discretion and will be independent of the BLL assignment that starts the following day.

Objectives of Behavior Learning Lab

1. To offer the student an alternative plan of discipline for unacceptable behavior in our school system.
2. To help the student adjust his thinking toward correct behavior in the school system.
3. To help develop a plan that will enable the student to avoid repeated offenses of unacceptable behavior.
4. To utilize a Behavior Learning Lab program so student will not get behind in his class work.
5. To prevent excessive unexcused absences during periods of suspension. (Students are not counted absent while assigned to Behavior Learning Lab)
6. To help improve the discipline of the entire school system.

Policies and Procedures for Behavior Learning Lab

Parents will be notified by the principal with reasons for BLL of the student. BLL will begin on the date set by the principal. Assignment to BLL, unless otherwise prescribed in this handbook, will be as follows:

First assignment	3 days
Second assignment	5 days
Third assignment	10 days & parent/student/principal conference

Students who continue to disrupt the educational process after three (3) assignments to Behavior Learning Lab will be suspended out-of-school for ten (10) days with a recommendation for expulsion. Parents will be notified during the student's ten (10) day assignment to BLL that further problems will result in a recommendation for expulsion.

Students who follow the rules of Behavior Learning Lab will have the right to return to the regular classroom after the assignment has been completed. The assignment to BLL can and will be extended if the student's conduct warrants it. The determination of a day being accepted as counting as a day served will be determined by the BLL teacher. If the BLL teacher determines that a student's Behavior Learning Lab is to be extended, he/she will have documentation as to what the student did in order to receive additional days. This will be conveyed to the principal and in turn the principal will inform the parents of the extension.

Students that refuse to conduct themselves according to BLL rules will be dismissed from Behavior Learning Lab and taken to the principal. The student will then be suspended out of school for three (3) days and receive no credit for work missed. For re- admittance, the student will be referred to the counselor. The remainder of BLL assignment will then be completed by the student. A second suspension from the Behavior Learning Lab will result in a five (5) day out of school suspension. For re-admittance, parents of the student must return with the student for a conference with the principal. The remainder of the BLL assignment will then be completed by the student. A third suspension from the Behavior Learning Lab will result in recommendation for expulsion from school.

Assignments to be completed during BLL will be the responsibility of the regular classroom teacher or teachers. The BLL teacher will be there to see that the students complete these assignments and to manage student behavior and interaction. Upon a student's assignment to BLL, the principal will provide each teacher an assignment sheet to fill out with the student's academic assignments for the length of BLL. The completed assignments will be returned to the regular classroom teacher's mailbox for grading, correcting, and recording.

Before beginning Behavior Learning Lab, students and parents will sign a letter indicating agreement with the established policies. Refusal to sign the agreement letter will result in the student being suspended from school. No credit will be given for work missed during the suspension and the student will not be allowed to make up work missed,

Each day assigned means a full day to be served. If the student is absent, the time must be made up.

Students assigned to BLL are not allowed on campus except to attend classes. They are not allowed to participate in any school activities, whether these activities are in or out of town. This policy takes effect the day the BLL is scheduled to begin, however, seniors may participate in graduation and any other exceptions will be made by the Principal.

If a student moves to another school district before completing his/her Behavior Learning Lab, that student will be required to complete the assignment before returning to and attending regular classes in the Cleveland County School District.

If a student fails to complete his/her Behavior Learning Lab during the school year it was assigned, the student will be required to complete the assignment the following year before returning to the regular classroom.

BEHAVIOR LEARNING LAB RULES AND GUIDELINES

1. **BE SEATED.** When entering the classroom, the student is to go directly to his/her assigned area and be seated. The student is not to leave the area until given permission by the BLL teacher.

2. **BEGIN WORK.** Students who fail to work as instructed will receive a warning. Students who refuse to work after receiving a warning will be dismissed from BLL and sent to the principal.

3. **NO TALKING.** When entering the classroom, the student will not make any noise, gesture, or sound that would indicate an attempt to talk or gain the attention of another student. If students have questions, they must raise their hand and wait for recognition. All questions must be of an academic nature and related to assigned work.

4. **WORK ASSIGNMENTS.** Students must complete work assigned during Behavior Learning Lab satisfactorily in order to receive classroom credit. The BLL Supervisor may require students to do all or part of their work in duplicate depending on the nature of the work and the behavior of the student. All work assigned during BLL must be completed before the student is released from Behavior Learning Lab.

5. **EACH DAY ASSIGNED MEANS A FULL DAY. IF A STUDENT IS ABSENT, THE TIME MUST BE MADE- UP.**

6. **NO LOITERING.** Upon arrival at school students are to go **DIRECTLY** to the BLL classroom. Students must report no later than 7:54 a.m. Students who are tardy to BLL will have a penalty day added to BLL assignment. Students are not to enter other buildings unless accompanied or directed by the BLL teacher.

7. **FOLLOW ALL RULES** stated in the Rison School Handbook.

8. **LUNCH** may be purchased from the cafeteria or students may bring their lunch. Students assigned to BLL will have lunch in the Behavior Learning Lab or in the lunchroom after the regular lunch periods.

9. **RESTROOM/WATER** Restroom and water fountain use will be allowed before 8:00 a.m. and immediately after lunch. Two additional restroom and water fountain uses will be scheduled by the BLL supervisor; one in the morning and one in the afternoon.

10. **ADDITIONAL ASSIGNMENTS.** The BLL teacher and/or the principal may assign additional material to any student who has completed all of their assignments. These additional materials will not be the reason for additional days in Behavior Learning Lab.

11. **CLASSROOM VANDALISM.** Writing on, marring, or otherwise disfiguring the desks or cubicle wall may result in additional days in BLL and /or other disciplinary actions.

12. **CELLPHONES/SMARTWATCHES**. Cellphones and smartwatches are NOT allowed.

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:

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.

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy. The school principal or designee shall proceed as follows in deciding whether or not to suspend a student:

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

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

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

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

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

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

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

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

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

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

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

OUT-OF-SCHOOL SUSPENSION

a. The principal of Rison High/Middle School is authorized to suspend a student from school for disciplinary reasons for up to ten (10) school days, which shall include the day on which the suspension was imposed.

b. Prior to such suspension, the principal or his designee, shall inform the student either orally, or in writing of his intention to impose a suspension and the reason for it.

c. If the student denies the charge, the principal shall explain the evidence which forms the basis for his intention. In all cases the student will be allowed to give his account of the incident which has led to the intention to impose suspension.

d. When a student's behavior warrants an out-of-school-suspension assignment and the student has been removed from the class for disrupting the educational process, the student may be placed in our Behavior Learning Lab until the parent/guardian arrives at school to pick-up the student or until school is dismissed for the day. The student's placement in the Behavior Learning Lab will be at the principal discretion and will be independent of the out-of-school-suspension assignment that starts when the parent/guardian picks up the student or the next day if the student remains at school until school dismissed.

e. When the principal suspends a student, he shall send the student home with a suspension notice. A copy of the suspension notice will be filed with the superintendent, and a copy will be sent by mail to the parents.

f. The suspension notice shall include the reason(s) for the suspension, its duration, the conditions under which the student may be readmitted to school, and the procedure for review of the suspension.

g. Students who are serving suspension from school shall remain off school premises at all times, including after school hours for the entire duration of the suspension, except that they may accompany parents to a parent-student- principal conference or they may appear before the board at any hearing related to the suspension.

h. Students who are serving suspension may not participate in any extracurricular activities or engage in interscholastic competition or attend any school sponsored activity which occurs on the school premises.

i. Notwithstanding the policy concerning suspension, students may be suspended indefinitely without notice, hearing and the other rights provided herein having first been given if the school is undergoing a violent upheaval or if orderly educational processes have otherwise been substantially disrupted. This would apply only in rare instances such as riots or where emergency circumstances make it unreasonable for the administration and board to consider the case within the usual time. In all such cases, notices and other rights shall be provided in accordance with the normal provisions at the earliest practical date after order is restored.

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.

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

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

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

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

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

HANDICAPPED STUDENT DISCIPLINE

1. A handicapped student is any student who possesses a handicapping condition which causes an educational deficit as determined by the school district's referral, assessment, programming, and placement procedures. Handicapped students who engage in misbehavior are subject to normal school rules and disciplinary procedures so long as such treatment does not abridge the right to free appropriate public education.

2. Handicapped students may be excluded from school but only in emergencies and only for the duration of the emergency.

3. Due process procedures will be followed.

BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.
Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

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

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

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

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

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

"Positive behavioral support" means the application of behavior analysis that:

- Is used to achieve socially important behavior change;
- Occurs at the:
  - Prevention level for all students in a school;
  - Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
  - Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
  - Of establishing a positive and supportive school environment that:
    - Teaches and reinforces prosocial behavior in a student;
    - Holds a student positively accountable for meeting an established behavioral expectation; and
    - Maintains a level of consistency throughout the implementation process; and
  - That is accomplished by using positive behavioral programs, strategies, or approaches.

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

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

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

Positive Behavioral Supports

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

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

The District's positive behavioral support shall include:

a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
b. Holding a student positively accountable for meeting an established behavioral expectation;
c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
d. The following interrelated activities:

- Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
- Focusing on preventing the development and occurrence of problem behavior;
- Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
- Providing a multi-tiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

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

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

Problem Solving and Intervention Team

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

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

a. Work with the teachers of a student to complete an 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.[1]

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:[2]

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:
  - Reevaluate the training needs of school personnel;
  - Reevaluate the physical restraint policy and practices; and
  - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
   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;[3]
- 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.

APPEARANCE AND DRESS CODE

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

The mere fact that an article of clothing fashionable or is for sale at reputable places of business does not guarantee that it is acceptable for school wear.

Students shall refrain from being habitually unclean and from dressing or being groomed in a way that would present health and safety hazards and/or cause disruption of the educational process. Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however, to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

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

Examples of articles of clothing that are not permitted shall include:

a. Muscle shirts (all shirts must have sleeves for males);

b. Halter tops, tank tops, and all shirts with shoulder widths less than 2 inches. Clothing worn under a sheer top must have a top that is 2 inches across shoulder.

c. Fishnet shirts without a T-shirt;

d. Shirts, blouses, or other tops that reveal bras, cleavage, midriff, or the chest;

(As a general rule of thumb, all tops, shirts, or blouses are to be long enough to remain tucked in or below the waistline of pants, skirts, shorts, or overalls when the arms are raised above the head or when bending over to get into lockers.)

**Male shirts cannot be worn un-tucked if the bottom hem of the shirt goes past the groin/buttocks. Longer shirts must be tucked inside the waistband of the clothing.

e. No do-rags, bonnets or bandanas will be allowed on campus. Hoods attached to clothing cannot be worn on the head in the building. Students may wear hats/caps before school starts and during lunch. Hats/caps must be taken off before entering building;

f. No sunglasses and/or hair picks out in the building;

g. House shoes and sleepwear; no blankets, throws, or stuffed animals;

h. Length of skorts, shorts, skirts, and dresses: should be no shorter than the longest fingertip on hand. No spandex shorts allowed.

i. Leggings, tights, jeggings, yoga pants, tight athletic wear, etc. are allowed as long as they are worn under a top/dress in which the groin and buttocks are covered when the arms are raised straight up above the head or when bending over.

j. Belts worn unbuckled. All straps, such as for overalls, shall be fastened and worn as intended;

k. Slashed/cut pants are allowed as long as no skin is shown above the knee (shorts or tights may be worn underneath to prevent skin from being shown);

l. Pants/shorts/skirts with writing across the seat;

m. Any clothing or accessories with a spiked point of any kind;

n. No visible facial piercing; (studded nose piercings will be allowed)

p. Pants or shorts shall not be worn on or below the hips in a style commonly referred to as sagging. This restriction applies even if the shirttail is worn on the outside. The fact that pants or shorts "won't stay up" is not a reason to circumvent this restriction. There are no exceptions;

q. Students will not be permitted to wear clothing, buttons, or any other displays with suggestive writing or pictures, logos or symbolism pertaining to sex, drugs use, tobacco, weapons, gambling or advertisement of alcoholic beverages or any immoral implications;

r. Students will not be allowed to dress in a manner associated with gang attire or to display any gang related attire regardless of whether the student is or is not making a conscious attempt to mimic such attire. This will include but not limited to rubber band jewelry and rubber bands around the ankles of pants;

s. Bandannas will not be worn or displayed at any time during school or at any school sponsored activity.

t. The Board of Education has the responsibility to maintain an appropriate atmosphere conducive to learning, therefore, any student-worn article of clothing or manner of hair style or make up determined by school officials to be disruptive of the learning environment or hazardous to the health and safety of students and/or teacher shall not be allowed;

u. If the principal determines that the student's dress or grooming is unacceptable, the student shall make proper adjustments before returning to class. Absences from or tardies to class due to inappropriate dress or grooming will be unexcused. However, if a student continues to repeat the inappropriate manner of dress or grooming, the student shall be subject to disciplinary action. Absences from class due to inappropriate dress or grooming will be unexcused;

v. All students participating in school activities outside the school day will comply with the dress code;

w. Activity uniforms (selected by sponsor/coach) are not subject to dress code but must be in good taste;

x. Dress code for all extracurricular activities, including but not limited to dances and banquets, must adhere to the current prom dress code.

Dress code violations will have the following disciplinary consequences:
1st offense - 3 days detention will be assigned and parents will be notified
2nd offense - 4 days detention
3rd offense - 5 days detention
4th offense - 3 days BLL
5th offense- 5 days BLL
6th offense- 3 days Out of School Suspension
Further offenses are 10 days Out of School Suspension

If parents cannot be reached or cannot bring clothes, the student will go to the BLL for the remainder of the day.
Dress code violations are **cumulative** for the **entire** school **year. Class time missed to change clothes because of a violation will be unexcused**.

DEMONSTRATIONS AND DISORDERLY ACTIVITIES

Demonstrations and disorderly activities on the part of a student or a group of students at any time on school grounds shall not be tolerated. All students shall be notified that their participation in any such demonstration activities, no matter how well-intentioned, shall bring about immediate suspension and possible expulsion from school.

Demonstrations and disorderly activities on school grounds during or after school hours shall, if circumstances justify, be promptly handled by civil authorities. The principal shall be entrusted with the responsibility of maintaining proper order and decorum in his school and is fully empowered to enforce this policy.

BUS CONDUCT

The Cleveland County School District provides transportation as a service. The district is not obligated to provide this service. Therefore, it is a privilege for students to be transported to and from school.

Students at Rison High School may ride school buses to and from school if they live at a location serviced by our transportation system so long as they observe the rules of conduct for bus riders of the Cleveland County School District.

Students who do not regularly ride a bus must bring a note from their parents requesting permission to ride. The request must be approved by the principal, who will notify the driver. Rules for students riding buses are as follows:

1. Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop until the door is opened before moving closer to the bus. Do not attempt to hitch hike a ride or walk to or from school if you miss the bus.

2. While loading or unloading, enter or leave the bus orderly, quietly, and quickly.

3. While riding the bus, students are under the supervision of the driver at all times and must obey the driver at all times. The driver has the authority to assign riders to a specific seat on the bus.

4. Students are expected to conduct themselves in such a manner that they will not distract the attention of the driver or

disturb other riders on the bus. This will require that students remain seated and facing the front of the bus, keep their hands to themselves, refrain from placing any part of their body outside a window, and be quiet. Students are not to yell out the window.

5. No knives or sharp objects of any kind are allowed. No pet or other living animals may be brought onto a bus.
6. Students are not to tamper with any of the safety devices such as door latches, fire extinguisher, etc. Students must keep seated while the bus is in motion and must not move even when it is stopped except as the driver directs.
7. Students are not to write on the bus or damage seats or any other part of the bus. Do not throw paper, food, or other objects onto the floor of the bus. Eating and/or drinking are not allowed on the bus. Open containers of any beverage, including water, may not be brought onto the bus.
8. The aisle of the bus must be kept clear at all times. Do not put books, lunch boxes, coats, etc. in the aisle. Do not ride with your feet in the aisle.
9. Drivers will not allow students to leave the bus at any place except their regular stop. Specifically, students are not to be allowed to get off the bus at a store or to get mail from a mailbox. If your mailbox is located at your stop, do not stop to check the mailbox.
10. If you must cross the road, street, or highway to enter the bus, try always to be on the right side of the road waiting on the bus. If you should arrive at the stop just as the bus approaches the stop, wait until the bus has come to a complete stop and the driver signals you to cross in front of the bus. Whether entering or exiting the bus NEVER CROSS BEHIND THE BUS.
11. Students who must cross the road leaving the bus in the afternoon must go to a point on the shoulder of the road approximately ten feet in front of the bus and wait to cross until signaled by the driver.
12. Students cannot ride any bus except the one to which they are assigned. Persons who are not students may not ride at any time except in an emergency or when prior permission has been obtained from the principal.

Violation of these rules may result in loss of bus riding privileges and additional disciplinary actions as determined by the building principal. Video cameras are used to monitor behavior on some school buses. School administrators will review recorded video periodically to assess behavior.

CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Definitions
"Curriculum" means: the sequences of public-school student learning expectations, pacing, materials, and resources that are used to teach the Arkansas academic standards and the processes for evaluating mastery of the Arkansas academic standards at particular points in time throughout the kindergarten through grade twelve (K-12) educational program.

“Gender identity" means the same as is used in the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, which defines it as a category of social identity and refers to an individual's identification as male, female, or, occasionally, some category other than male or female.

"Instructional material" means instructional content that is provided to a public-school student, regardless of its format, that includes without limitation printed or representational materials, audio-visual materials, and materials in electronic or digital format, such as materials accessible through the internet; however, Instructional material does not include academic tests or academic assessments.

"Sexual orientation" means an individual's actual or perceived orientation as heterosexual, homosexual, or bisexual.

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

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its

relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent[1].

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

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

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

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be if the instructional and supplemental materials, including classroom events or activities associated with classroom instruction, are:

- Misleading;
- Factually inaccurate; or
- Otherwise inappropriate for the intended educational use.

In addition to the notification requirements under Policy 5.5 and all other challenge rights under this policy, parents and legal guardians may opt their students out of any of the following by submission of form 5.6F2 regardless of whether any of the listed items are offered as part of a sex education class or program or as part of any other class, activity, or program except when the item is directly related to a requirement under the Arkansas academic standards; a District employee is responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or a District employee refers to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction:

a. Curricula;
b. Materials;
c. Tests;
d. Surveys;
e. Questionnaires;
f. Activities; and
g. Instruction of any kind.

Students who are excused under this policy from participating in any or all portions of items A-G above shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons related to health.

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

ELECTIONS

Voting in all elections conducted by any class, club, or organization where a student is candidate will be by secret ballot under the supervision of school officials. All ballots will be counted by at least two school personnel one of whom must be certified. Ballots will be preserved in the principal's office until the end of the school year.

PUBLICATIONS AND ORGANIZATIONS

1. Official Publications

"The Wildcat" (yearbook) is published by Rison High School students under the supervision of a school sponsor. Neither this yearbook nor any other publication created by and/or distributed on school premises (or distributed elsewhere by students acting in a capacity as a representative of Rison High School) may be described as follows:

a. publications that are obscene to minors, as defined by state law
b. publications that are libelous or slanderous, as defined by state law
c. publications that constitute an unwarranted invasion of privacy, as defined by state law
d. publications that so incite students as to create a clear and present danger of the commission of unlawful acts on school premises or the violations of lawful school regulations or the material and substantial disruption of the orderly operation of the school.

2. School Organizations

a. Students have the right to join clubs or organizations if they meet the criteria of the club charter and by-laws; but membership will not be restricted on basis of race, sex, or national origin.
b. School fraternities and secret societies in Arkansas public schools are illegal.
c. No club or organization shall engage in hazing.

STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Student Media

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

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that enforces such things as tobacco, alcohol, or drugs.

2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.

3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.

4. Prohibited media includes those that:
   a. Are obscene as to minors;
   b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
   c. Constitute an unwarranted invasion of privacy as defined by state law;
   d. Suggest or urge the commission of unlawful acts on the school premises;
   e. Suggest or urge the violation of lawful school regulations;
   f. Attacks ethnic, religious, or racial groups; or
   g. Harass, threaten, or intimidate a student.

DISTRICT WEBSITE

The Cleveland County School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district website by establishing guidelines for their construction and operation.

The Cleveland County School District operates and maintains a website for the purpose of informing the citizens of the district about its activities. The website does not use "cookies" or ISP addresses to collect or retain personally identifying information about visitors to its website nor is any such information given to "third parties." Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

The site serves no commercial purpose and does not collect any information from individuals for such purpose.

Photographs of students, when associated with the student's name, shall not be displayed on any page of the district's website without the prior written consent of the parent (or the student if 18 or older).

The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff.[1]

Each school's web page shall be under the supervision of the school's Web Master and the District's website shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are following these guidelines and any additional administrative regulations. To this end, the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines:

- All pages on the District's website may contain advertising and links only to educational sources.
- The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages, which shall also link back to the District's home page.
- Photos along with the student's name shall only be posted on web pages after receiving written permission from the student's parents or the student if the student is over the age of eighteen (18).[3]
- The District's web server shall host the CCSD's website.[4]
- No web page on the District website may contain public message boards or chat rooms.
- All web pages on the District website shall be constructed to download in a reasonable length of time.
- The District's home page shall contain a link to a privacy policy notice, which must be placed in a clear and prominent place and manner.[5]
- With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by School District.

The District shall include the following information on its website through a link located on the District's homepage titled "State Required Information":[6]
a. Local and state revenue sources;
b. Administrator and teacher salary and benefit expenditure data;
c. District balances, including legal balances and building fund balances;
d. Minutes of regular, emergency, and special meetings of the school board; 7
e. The district's budget for the ensuing year;
f. A financial breakdown of monthly expenditures of the district;
g. The salary schedule for all employees including extended contract and supplementary pay amounts;
h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
i. The district's annual budget;
j. The annual statistical report of the district;
k. Agenda of regular, emergency, and special meetings of the District board of directors;
l. The names, email addresses, position (including zones), and terms of office for all members of the school district board of directors;
m. The district's personnel policies;
n. The annual School Performance Report; 710
o. School-Level Improvement Plans; 811
p. The District Strategic Plan; 811
q. Student discipline policies;
r. Comprehensive School Counseling Plan;
s. The District financial policies;
t. Student handbooks; 912
u. The Annual Report to the Public;
v. The parent, family, and community engagement plan;
w. The Immunization waiver report from Policy 4.57—IMMUNIZATIONS;
x. School District Calendar;
y. List of statutory, rule, or Standards for Accreditation waivers the District has received under A.C.A. § 6-15-103;
aa. The total amount of State funds used for teacher salaries;
bb. The District's policy addressing the selection, relocation, retention and challenging of materials that are physically present in the library and available to the public;
The information and data required for items A through N in 9 above shall be the actual data for the previous two (2) school- years and the projected data for the current school-year.

Before July 15 of each year, the District shall post on its website the following information:[10]

- The dyslexia intervention programs used during the previous school year that were specifically responsive to assisting

students with dyslexia;
- The number of students during the previous school year who received dyslexia intervention; and
- The total number of students identified with dyslexia during the previous school year.

The District shall include the following information on its website that may be accessed through a link located on the District's homepage titled "Title IX/Sex Discrimination":[11]
- Contact information for the District's Title IX Coordinator;
- A statement that any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment;
- Copies of the District's sexual harassment policies;
- Copies of the District's Procedures governing the grievance and appeal process;
- The process for filing a formal complaint of sexual harassment; and
- Direct links to or copies of the materials used to train the District's Title IX Coordinators, investigators, and decision-makers.

The District and school webmasters are responsible for ensuring all District webpages meet required standards to be accessible to individuals with disabilities.

Student Distribution of Non-school Literature Publications and Materials

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

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of non-school 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.
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than five (5) days.

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

STUDENT RECORDS

1. Personal and academic records of CCSD students are confidential and can only be inspected by the individual students themselves, their parents, and school officials.
2. Students will not be denied the opportunity and are encouraged to inspect their individual records and to challenge and have corrected educational records found to be inaccurate.
3. When any student has reached the age of 18, the rights accorded to the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student.
4. Semester grades, End of Course, Benchmark, Advanced Placement, and ACT test scores are maintained as a part of student's permanent record.

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' educational records are available for inspection and copying by the parents 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 eighteen (18) requesting to review the student's education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrolment or transfer.

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

- 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 reveled or made available to any other person, except the maker's temporary substitute.

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

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

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

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

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

When deciding whether to release PII in a health or safety emergency, the District may consider 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 Cleveland County School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his records, the parent/guardian, or 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 parent or guardian, 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 record, but such parent or guardian may challenge the accuracy of the 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 the material contained in a student 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, classes in which he/she is enrolled his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates' in inherently public activities (for example basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the district. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor know or possessed only by the authorized user. A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

The form for objecting to making directory information available is located in the back of the student handbook and must be completed and signed by the parent or age-eligible student and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or within 10 days of the student initially receiving the handbook. 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 (DE) 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.

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 evaluations 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 evaluation 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)[1] 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 the 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, persons 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 regulation 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:

Responses are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government; and

A. Requests or requires a student to provide any of the eight (8) categories of information listed above; and/or

B. 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 another 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.

MARKETING OF PERSONAL INFORMATION

The Cleveland County School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose.[1]

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:

- College or other postsecondary education recruitment, or military recruitment;
- Book clubs, magazines, and programs providing access to low cost literary products;
- Curriculum and instructional materials used by elementary schools and secondary schools;
- 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;

- The sale by students of products or services to raise funds for school related or education related activities; and
- Student recognition programs.

MISCELLANEOUS

An activity fund account is kept in the superintendent's office for all class and club accounts at Rison School. All monies collected by students and teachers in the name of the club, class, or organization will be deposited " in the superintendent's office. All soliciting and fund raising must be scheduled with the Principal by the Sponsor and then approved by the Superintendent.

1. Assemblies

Assemblies are both educational and entertaining. Students will sit together as a class in the area designated for that class at all assemblies unless directed otherwise. When assemblies are adjourned, teachers and students will be dismissed by person in charge. Students will remain in their assigned area until dismissed.

2. Awards Recognition Assembly

An awards assembly is held each spring to recognize students who have excelled in various academic subjects and extracurricular activities. Medals and Letter R awards will be presented to students who record high academic achievements and maintain exemplary citizenship.

3. Daily Bulletin

The school bulletin is announced by intercom at the beginning of 1st period each day. Official announcements are listed in this bulletin each day, and students are accountable for its contents. Also, a bulletin is posted on TV's in hallways each day, our school Facebook page "CCSD Rison Wildcats". https://www.facebook.com/groups/3657711761198556, and the school's website.

4. Calendar of School Activities

The school calendar of activities and events is kept in the office. All activity trip's and events must be approved by the principal before confirmation and before scheduling on the school calendar of activities.

5. Girls' and Boys' State

Girls' and Boys' State delegates are selected from the junior class by a committee of teachers who teach junior class subjects and those who taught sophomore class subjects the previous year. The delegates selected attend a one-week encampment that stresses patriotism, good citizenship, and leadership in government. Delegates will be responsible for a portion of the fees associated with the camp. Students who do not attend or leave early must reimburse the district for the money paid on their behalf.

6. Locker Assignment

Lockers are assigned to students at the beginning of the school year. Students are not to share lockers unless assigned by the high school secretary. The high school secretary will select the locker for the student with the student's best interest in mind. Combination locks are built into all lockers. Students must keep lockers locked at all times. Students are not permitted to leave lockers unlocked ("jammed") at any time. Students who leave lockers unlocked or "jammed" may be assigned detention.

7. Loitering in Hallways, Buildings, Restrooms

Students shall not congregate or loiter in hallways or restrooms. Students shall not enter buildings, including the gym and the PRIDE, unless a supervising teacher is present. Students shall not be in the gym or the PRIDE except when they are participating in a scheduled class or practice. Students are not to congregate at the front of the cafeteria, on the steps to the band room, middle school or elementary.

8. Lost and Found

Articles which have been found and turned in are located in the principal's office. When you lose something, report it immediately to your teacher, and then to the office, an effort will be made to find the lost articles.

9. National Anthem

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

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

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

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

10. Pledge of Allegiance and Moment of Silence

The Pledge of Allegiance shall be recited:

- During the first-class period of each school day;
- At the commencement of each school-sanctioned after-school assembly; and
- At the commencement of each school-sanctioned sporting event; however, if two (2) or ore 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 events.

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.

11. Parking Decals

A student may drive an automobile or motorcycle to school and park it in the school parking lot, provided that the student possesses a valid Arkansas Driver's License, has on file in the principal's office a properly completed parking permit, and follows the procedures specified on the parking permit. Parking decals may be obtained in the principal's office. Vehicles will be parked in the designated student parking lot. Student's must vacate their vehicle immediately, and cannot be moved or sat in at any time during the school day. Students who drive vehicles to school and are habitually tardy to school are subject to suspension of their parking permit. When students are leaving the student parking lot at the end of the school day, they are not to move from their parking slot until the buses have passed the student parking lot. Vehicles that are not registered in the office may be towed at the owner's expense. Parking decals may be obtained in the principal's office and must be displayed in the vehicles front, lower-left corner or the window at all times. Reckless driving, before or after school, may result in suspension of parking permit.

12. Telephone Calls

Telephones at school are to be used for business only. Students will be called from classes only for emergency calls. In all other cases, numbers will be taken for students to call back later. All calls by students will be made **only from the high school office** and only upon permission by school officials.

13. Emergency Drills

All schools in the District shall conduct fire drills at least monthly. A siren will signal a fire drill. Students will exit their classrooms and building as directed by their teacher. Junior fire marshals will conduct an inspection of the building and assist the principals in the orderly progress of the building. 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. 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.

14. Transportation to/from Extracurricular Activities

When transportation is provided for extracurricular activities, all students transported to the activity will also be transported back to the Rison School campus by the school. The only exception shall be when the school official in charge of the group (normally a teacher or sponsor) is advised both verbally and in writing by a parent that his/her child has the parent's permission to ride with the parent or with another person for the return trip.

15. Weather Dismissal

Weather dismissal will be announced several different ways:

- **Local weather stations**: KARK Channel 4, KATV Channel 7, and KTHV Channel 11.

- **School group page on Facebook** : We have made a group page on Facebook called "CCSD Rison Wildcats". This Facebook page will provide information to the Parents and Guardians of the Cleveland County School District. We are excited to offer this informational page to keep you all updated on events as well as unexpected school closings and from time to time BRAG on our school and the people who walk through the doors every day, whether as a staff member, a volunteer or a student. Our goal is to keep all comments positive. If negative comments are made you will be blocked from the page. If you would like to join this Facebook group, just go to "CCSD Rison Wildcats" and ask to join. It's that easy.
- Our school's interactive website will send out a voice or text message

16. Withdrawing from School

Students, who transfer or drop from school, must officially check out in the principal's office. A withdrawal form will be issued to the student to be signed by his teachers, the librarian, high school secretary, the counselors, and when completed by the principal. All books and school-issued equipment, such as band uniforms, must be turned in and all debts must be paid in order for the student's records to be released.

17. School Day for Students

Act 675 of 2003 requires high school students in grades nine (9) through twelve (12) to attend a full day of school as a requirement for graduation. A full day of school is defined to include no fewer than 360 minutes of planned instructional time each day. Seniors approved for early work release may be dismissed after sixth period.

18. Asbestos

As a result of a recent building survey concerning asbestos, we are pleased to announce that areas of school buildings which contain asbestos pose no immediate health problems. In the interest of future safety Cleveland County School District has an operations and management plan to safely manage all affected areas. This management plan is available for your reading during normal business hours at the superintendent's office. Should you have any questions, please contact the superintendent's office at **870-325-6344**.

19. Bottled Water in Classrooms

Hydration is important to cognitive performance. Students who are hydrated are able to think and learn more. Bottled water will be allowed in classroom as long as it is plain water (no additives, sweeteners, flavorings, etc.) in a transparent (clear), colorless bottle with a screw lid. Other containers such as cups, glasses, thermoses, etc. are not permitted. Squeeze bottles with pop tops or pop-up tops will not be allowed because the noise associated with the squeeze bottle will be a distraction in the classroom. Students who **violate the provisions** of this policy will lose their privilege to carry water into class for the remainder of the school year**.**

20. 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 need physical assistance when using a restroom or changing facility that is located in the District.

21. STUDENT NAME, TITLE, OR PRONOUN

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

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

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

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

ORGANIZATIONS AND ACTIVITIES

All class, club, and organization meetings will be placed on the school calendar in the high/middle school office by the sponsor. Meetings and activities must have the prior approval of the principal. 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. Meetings will be announced in the daily bulletin. Each club or organization sponsor shall furnish to the office a roster of members. Each teacher will be provided with a composite roster, and a student will be dismissed from a teacher's class to attend a meeting only if his/her name is included on the roster. 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 he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

AAA EXTRACURRICULAR ELIGIBILITY

Definitions:

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

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

"Interscholastic 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 State assessment or attempts to boycott a State assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parent's 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 state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The Superintendent or designee may wave this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students failing 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.

Requirements for Interscholastic Competition

Students who participate in interscholastic competition (athletics, musical contests/competitions, club contests, etc.) must meet all requirements of the Arkansas Department of Education and the Arkansas Activities Association. The following is not all inclusive but gives important information concerning rules for residence, semesters of opportunity, age, and scholarship. For more details or further information, contact the high school principal.

Attendance: Students must attend at least one-half of the school day to participate in that evening's extracurricular activity. Exceptions may only be made by the principal for death in the immediate family, accidents, or other extreme emergencies as allowed by Arkansas Activities Association's rules and regulations and eligibility guidelines. *Seniors are exempt from this attendance requirement only on the day of the Junior/Senior Prom.

Residence: A student's eligibility for interscholastic athletics is in the public-school district of his parent's residence. Legal guardians are not recognized as sub-parents if the parents are living. Maintaining a second residence in the district for this purpose does not fulfill the residence requirement. A student whose parents are divorced or legally separated meets the residence requirement in the district in which the parent having primary custody resides.

Semesters: A student is limited to a total of 12 semesters of opportunity for eligibility upon entering the seventh grade, and the final eight semesters shall be consecutive. A student repeating either the seventh or eighth grade for any reason shall not have the opportunity for eligibility during the complete year that is repeated. A student is limited to eight consecutive semesters of opportunity for eligibility beginning with his/her first enrollment in the ninth grade.

Age: (Junior High) A junior high student whose 16th birthday is on or before September 1 may not participate in a junior high interscholastic event.

(Senior High) A senior high student whose 19th birthday is on or before September 1 may not participate in an interscholastic event.

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 meets scholarship requirements for junior high if the student has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards for Accreditation of Arkansas Public Schools.

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

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

Ninth-grade students must meet the requirements of 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

The requirements for senior high (10-12) eligibility shall be: Passing four academic courses; and a minimum GPA of 2.0 based on the previous semester.

1. To participate in athletics, students passing four (4) academic courses but failed to meet the 2.0 GPA must be enrolled in and attending a 100 minute a week Supplemental Instruction Program meeting the established criteria as approved by the AAA.
2. To maintain eligibility under the S.I.P. the student must show improvement of at least one-tenth (1/10) of one point in their GPA after the first semester to continue in the supplemental program.
3. To continue to participate after the second semester in the SIP the student must have reached a 2.0 GPA.
4. The student must not have any unexcused absences for the current semester or its equivalent.
5. Students must have no school disciplinary action for the current semester.
6. The student must have no known criminal convictions.
7. The rule restricts a student to a maximum of two (2) consecutive semesters in the SIP any time a student's GPA falls below a 2.0 for the previous semester.

Special Education: A student must have earned passing grades in four (4) academic courses of the IEP for the previous semester. In Junior high three (3) of the four (4) courses must be in the core curriculum areas. (Math, English, Science and Social Studies)

Changing Eligibility Status: A student may regain or lose academic eligibility the first day of classes in a new semester. Eligibility shall be determined twice a year, once at the beginning of the fall semester (August/September) and once at mid- term (December/January)

Homeless Students

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

A Supplemental Instruction Program (SIP) for students in grades ten through twelve who do not meet the academic requirements of the Arkansas Department of Education for participation in competitive interscholastic competition will be offered with the approval of the Arkansas Department of Education and the Arkansas Activities Association.

A student shall be eligible for the Supplemental Instruction Program if he/she:

1. Is in grade 10, 11, or 12 and
2. Has passed four (4) academic courses the previous semester; but
3. Does not meet the academic requirement for participation, but did have a minimum 1.60 grade point for the previous semester.

A student shall not participate in the Supplemental Instruction Program for consecutive semesters during the entire period of grades 10, 11, and 12. For more information, current regulations regarding this program, and enrollment information, please see the high school principal.

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rule's AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in an extracurricular activity unless the student is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

INTERSCHOLASTIC ACTIVITIES

Requirements for Interscholastic Competition

Students who participate in interscholastic competition (athletics, musical contest/competitions, club contests, etc.) must meet all requirements of the Arkansas Department of Education and the Arkansas Activities Association. The following is not all inclusive but gives important information concerning rules for resident, semesters of opportunity, age, and scholarship. For more details or further information, contact the High/Middle School Principal.

AAA GOVERNED ACTIVITIES

Students participating in interscholastic 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 interscholastic 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 ACTIVITES

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed interscholastic extracurricular activities. Interscholastic 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 grades 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.

1. Athletic Teams

Rison High School provides opportunity for interscholastic competition in athletics. Students experience the rewards of teamwork, competition, and commitment. They are afforded the opportunity to develop athletic skills and to learn sportsmanship.

Athletic teams are fielded in the following sports:

1. Senior high football
2. Senior high boys' basketball
3. Senior high girls' basketball
4. Senior high baseball
5. Senior high girls' Softball
6. Senior high girls' track
7. Senior high boys' track
8. Senior high girls' cross country
9. Junior high football*
10. Junior high boys' basketball*
11. Junior high girls' basketball*
12. Junior high boys' track
13. Junior high girls' track

*Separate seventh grade games are scheduled when feasible.

Requirements for athletic awards:

1. Must finish season with team
2. Citizenship and attitude must be satisfactory

Awards for senior high letterman:

1. Football—1st year, jacket; 2nd year, letter; 3rd year, blanket
2. Basketball-1st year, jacket; 2nd year, letter; 3rd year, blanket
3. Baseball
4. Softball

Note: No athlete will be awarded more than one letter jacket. A blanket will be awarded to a three-year letterman in only one sport. The school will be responsible for the blanket, one letter "R," first initial and last name, and years lettered. The athlete will be responsible for any other lettering, name plates, bars, or patches unless designated by the school.

2. Band
Any student in grades 6-12 can be a member of the Wildcat Band as long as he/she has made satisfactory progress on an instrument as determined by the band director. All band members are expected to attend all rehearsals, football games, special rehearsals, concerts, and other band events unless prior arrangements have been made with the band director. Any student in grades 9-12 may try out for flag line, majorette or drum majorette as long as he/she (1) meets AAA eligibility requirements, and (2) has been in the Wildcat Band for one complete year. All school debts must be paid prior to tryouts.

3. Beta Club
Rison High School has both a senior and a junior chapter of the National Beta Club. Membership in the senior chapter is open to students in grades 9-12 and membership in the junior chapter is open to students in grades 6-8. However, 6th grade students will only attend the state daytime convention; they will not stay overnight. Members of both chapters must meet the membership criteria. The criteria for membership in the organization are leadership, scholarship, character, and service. To be eligible for membership, a student must have a minimum cumulative grade point average of 3.25. This GPA must be maintained in order to remain a member. Invitations are issued annually. Students must be invited to join. Those who accept must complete a community service project and participate in a formal initiation ceremony before becoming a member.
Students joining the senior chapter must complete the service project and initiation even though they may already be members of the junior chapter. Chapter funds will be kept separately although by mutual agreement the two chapters may undertake a joint project.

4. Cheerleaders
The purpose of Rison High School cheerleaders is to promote and uphold school spirit, to develop a sense of good sportsmanship among the students, to provide moral support for the team, and to improve relationships between school during athletic events. Any student may try out for cheerleader; however, those selected for the senior squad must achieve and maintain a minimum 2.0 GPA by the end of the spring semester. Those selected for the junior high squad must achieve and maintain a minimum 1.8 GPA by the end of the spring semester. Any cheerleader not meeting the GPA requirement will be removed from the squad immediately. The junior high and high senior cheerleaders and mascot are selected in the spring for the following year by a panel of judges chosen by the cheerleading sponsor and approved by the principal. All school debts must be paid prior to tryouts.

5. Fellowship of Christian Students
Membership in the Fellowship of Christian Students and Athletes is open to any student who wishes to join. Meetings are held periodically at noon or before school.

6. Chess Club
The Chess Club is an organization made up of students interested in the game of chess. Proficiency at playing chess is not required for membership, but playing chess during meeting times is expected.

7. Future Business Leaders of America (FBLA)
The FBLA Club is composed of high school students in grades 7-12 who are enrolled in various business courses. This club participates in the district and state meets for those students who have an aptitude for various business skills.

8. Family, Career and Community Leaders of America (FCCLA)
The Rison FCCLA is a very active club. Its membership is composed of students who have taken or are presently enrolled in various family and consumer science courses. The club's participation in the district and state conferences has been very strong.

9. Library Club
The Library Club is composed of high school students who are interested in and have time to work in the library. These student librarians assist the school librarian in many ways. Their services are also available to all students in checking out books, research, etc.

10. National FFA Organization
The Rison FFA chapter is composed of members enrolled in agricultural classes from grades 9-12. They have several projects each year that help to reinforce what is learned in the classroom, along with providing a service to the school and community.

11. Science Club
The Science Club is an organization made up of students interested in science. A student does not have to be enrolled in science to belong to the club.

12. Student Council
The Rison High School Student Council is an organization which seeks to develop the best that is in the student and which tries in

as many and varied ways as is possible to make the student a well-informed, honest, interested, and active citizen of a democracy. It is an important student organization in the school and needs and deserves the understanding, respect, and cooperation of students, faculty, and administrative staff. The qualifications of the officers are that they must have a cumulative 2.00 GPA prior to the election and must have served on the Student Council at least one year. The officers of this organization are president, vice-president, secretary-treasurer, and reporter. Each class is represented by two elected representatives on the Council. Students running for a council office who do not win their election may be members-at-large, provided they receive at least one-fourth of the votes cast.

13. Gifted & TalentedProgram

Identified GT students in grades 7-12 will satisfy their GT placement with Honors or AP courses where available. If a suitable Honors or AP class is not available, students will satisfy placement through a mini-course taught by a qualified mentor or through independent study. The appropriateness of the placement will be decided by the GT student, the GT administrator and the principal.

STUDENT ACCELERATION

The Board believes that acceleration is an effective and research–based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It 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 orprograms.

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 a K-12 education, while content-based acceleration occurs within the normal K-12-time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator who shall convene the individuals necessary 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 which shall be made available to any parent or staff member upon request.

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

TOBACCO AND TOBACCO PRODUCTS

Smoking or use of tobacco or products containing 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-pips, or under any other name or descriptor.

DRUGS AND ALCOHOL

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

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

This policy applies to any student who:

- Is on or about school property;
- Attends 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;[1]
- Cocaine, heroin, or any other narcotic drug;
- PCP;
- Amphetamines;
- Steroids;
- "Designer drugs";
- Look-alike drugs; or
- Any controlled substance.

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

OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted Under Policy 4.35-STUDENT MEDICATIONS.

Note: The possession or use of marijuana on school campus is prohibited even if a student has a medical marijuana patient card. The Arkansas Constitution Amendment 98 § 6 states:
(a) This amendment does not permit a person to:
(2) Possess, smoke, or otherwise engage in the medical use of marijuana:

(A) On a school bus;
(B) On the grounds of a daycare center, preschool, primary or secondary school, college, or university;

In general, Amendment 98 requires that a student with a patient card have any positive drug test be treated as if marijuana were any other prescription drug. Amendment 98 requires the student be actively impaired before the district can take any action, which is restricted as follows:
(b) This amendment does not require:

(6) A public school to permit a qualifying patient who is a student to be present on school grounds, to attend a school event, or to participate in extracurricular activities in violation of the public school's student discipline policies when a school office has a good faith belief that the behavior of the qualifying patient is impaired.

When any violation of the Drug and Alcohol Policy of the CCSD occurs, the following disciplinary actions will be taken:

I. Students who are noticeably or detectably under the influence of any afore mentioned substance but do not possess or sell will be disciplined in the following way:

A. First offense:
1. Student will be suspended for 10 school days
2. Before a student may re-enter school, he/she must receive professional counseling or rehabilitation services and provide documentation of satisfactory progress from the counselor. It is the responsibility of the parent or guardian to secure and finance these services.

B. Second offense:
1. Student will be suspended for ten school days and a recommendation for expulsion for the remainder of the current semester will be made.
2. Before a student may re-enter school, he/she must receive professional counseling or rehabilitation services as stipulated in I-A-2.

C. Third offense:
1. Student will be suspended for ten school days and a recommendation for expulsion for the remainder of the school year will be made
2. Before a student may re-enter school, he/she must receive professional counseling or rehabilitation services as stipulated in I-A-2.

II. Students who are found in possession, buying or selling any afore mentioned substance will be disciplined in the following way:

A. First offense:
1. Student may be suspended for ten school days and a recommendation for expulsion for the remainder of the current semester will be made.

2. Law enforcement officials will be called.
3. Before a student may re-enter school, he/she must receive professional counseling or rehabilitation services as stipulated in I-A-2.

B. Second offense:
1. Student will be suspended for ten school days and a recommendation for expulsion for the remainder of the current school year will be made.
2. Law enforcement officials will be called.
3. Before a student may re-enter school, he/she must receive professional counseling or rehabilitation services as stipulated in I-A-2.

Drug Dog: A registered, trained drug dog may be used by the CCSD to prevent the use and/or possession of prohibited drugs or alcohol on school district property. The dog is gentle and has been trained to locate marijuana, alcohol, and other illegal drugs. Periodic and unannounced visits to all district schools and school-sponsored activities will be made by the dog and handler.

Lockers, automobiles, and all areas of the building may be searched. A student will be held responsible for any prohibited items found in his/her locker, automobile, or in his/her possession at school. If prohibited items are found during a school check, the violator(s) shall be disciplined under school district policies and the local police will be notified.

COMPASS ACADEMY

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

Compass Academy operates to provide additional support needed for academic and social success. The goal is to better prepare students to function in the traditional school setting with academic, behavioral, and social emotional tools to take back to their home schools. Heavy emphasis pm impulse control, social skills, and academic foundation.

Grade 7-12 Students may be placed by the school district team if they exhibit two of the following characteristics:

- Single parenting
- May drop out of school
- Personal or family problems or situations
- Recurring absenteeism
- Mental/physical health problems
- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Disruptive behavior
- Pregnancy
- Ongoing, persistent lack of attaining proficiency levels in literacy and/or mathematics

Students may also be placed in lieu of expulsion.

The state requires a placement conference by the school district, Academy staff, and parents. Placement into Compass Academy is initiated and determined by the school's RTI Committee/admin and the school placement committee. Students are usually placed within 5 school days after a referral. If there is a major behavior incident, the RTI process may be shortened.

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

The team is to be comprised of the following:

- A school counselor from the referring school;
- The Compass administrator and/or Compass teacher;
- The building principal from the referring school;
- A parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);
    - The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student's Student Action Plan (SAP).

- LEA special education/504 representative (if applicable);
- At least one (1) of the student's regular classroom teacher(s); and
- If the District so chooses, the student

Before or upon entry into Compass Academy, the Academy program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

Compass Academy shall be evaluated at least annually to determine its overall effectiveness at providing a non-punitive environment that is conducive to learning, that eliminates traditional barriers to learning, and at compliance with the Division of Elementary and Secondary Education Rules Governing Student Special Needs Funding. The evaluation shall specifically address how the use of Academy funds is in alignment with the district's school district support plan in addressing identified achievement gaps and student performance deficiencies.

The teachers and administrator of the Academy shall determine exit criteria for students assigned to the district's Academy on which to base the student's return to the regular school program of instruction.

Students may be placed in the Academy one time during the semester. All students must stay with the program until the end of a semester before being evaluated to return to the regular school system. They may only return to the regular school system at the beginning of a semester.

Students/Parents/Guardians will be responsible for transportation to and from Rison High School campus while enrolled in the Academy (Bus students may ride the bus if they don't invoke any discipline problems).

Lunch and breakfast will be provided by the district's food services. Students will not be allowed to leave campus for lunch. Students may bring their own lunches. Breakfast and lunch will be provided for the free and reduced lunch students. **NO OUTSIDE LUNCHES CAN BE DELIVERED.**

The behavioral guidelines for students who attend Compass Academy are the same as the students attending the regular school system at Rison High School. Decisions concerning any disciplinary actions will be under the direction of the administrators and the Academy coordinator. Parent contact will be made concerning all disciplinary offenses. Further offenses will result in further disciplinary actions.

ACTIVITY STUDENT DRUG TESTING POLICY

The Cleveland County School District Board of Education in an effort to protect the health and safety of its extracurricular activities students from illegal and/or performance-enhancing drug use and abuse, thereby setting an example for all other students of the Cleveland County School District, proposes to adopt the following policy for drug testing of activity students. Students will be given random drug test monthly.

STATEMENT OF PURPOSE AND INTENT

Although the Board of Education, administration, and staff desire that every student in the Cleveland County School District refrain from using or possessing illegal drugs, district officials realize that their power to restrict the possession or use of illegal and performance-enhancing drugs is limited. Therefore, this policy governs only performance-enhancing and illegal drug use by students participating in certain extra-curricular activities. The sanctions imposed for violations of this policy will be limitations solely upon limiting the opportunity of any student determined to be in violation of this policy to a student's privilege to participate in extra-curricular activities. No suspensions from school or academic sanctions will be imposed for violations of this policy. This policy supplements and complements all other policies, rules, and regulations of the Cleveland County School District regarding possession or use of illegal drugs.

Participation in school-sponsored interscholastic extra-curricular activities at the Cleveland County School District is a privilege. Students who participate in these activities are respected by the student body and are representing the school district and the community. Accordingly, students in extra-curricular activities carry a responsibility to themselves, their fellow students, their parents and their school to set the highest possible examples of conduct, sportsmanship, and training, which includes avoiding the use or possession of illegal drugs.

The purposes of this policy are five-fold:
1. To educate students of the serious physical, mental and emotional harm caused by illegal drug use.
2. To alert students with possible substance abuse problems to the potential harms that drug use poses for their physical, mental, and emotional well-being and offer them the privilege of competition as an incentive to stop using such substances.
3. Ensure that students adhere to a training program that bars the intake of illegal and performance-enhancing drugs.

4. To prevent injury, illness, and harm for students that may arise as a result from illegal and performance-enhancing drug use.
5. To offer students practices, competition and school activities free of the effects of illegal and performance-enhancing drug use.

Illegal and performance-enhancing drug use of any kind is incompatible with the physical, mental, and emotional demands placed upon participants in extra-curricular activities and upon the positive image these students project to other students and to the community on behalf of the Cleveland County School District. For the safety, health and well-being of students in extra- curricular activities/shop classes the Cleveland County School District has adopted this policy for use by all participants in extra-curricular activities in grades 6-12.

The administration may adopt regulations to implement this policy.

I. Definitions

"Activity Student" means: a member of any Rison Junior High or Rison Senior High (grades 7 - 12) school-sponsored extra-curricular organization. This includes but is not limited to athletic teams, marching band, clubs, organizations, shop classes, and participation in interscholastic competition where such participation is not a required part of a specific course's curriculum, and a student who is permitted to engage in the activity of operating or parking a motor vehicle on school property.

"Drug use test" means: a scientifically substantiated method to test for the presence of illegal or performance-enhancing drugs or the metabolites thereof in a person's urine.

"Random Selection Basis" means a mechanism for selecting activity students for drug testing that:

A. results in an equal probability that any activity student from a group of activity students subject to the selection mechanism will be selected, and

B. does not give the School District discretion to waive the selection of any activity student selected under the mechanism.

"Illegal drugs" means any substance which an individual may not sell, possess, use, distribute or purchase under either Federal or Arkansas law. "Illegal drugs" includes, but is not limited to, all prescription drugs obtained without authorization, and all prescribed and over-the-counter drugs being used for an abusive purpose. "Illegal drugs" shall also include alcohol.

"Performance-enhancing drugs" include anabolic steroids and any other natural or synthetic substance used to increase muscle mass, strength, endurance, speed or other athletic ability. The term "performance-enhancing drugs" does not include dietary or nutritional supplements such as vitamins, minerals and proteins which can be lawfully purchased in over-the-counter transactions.

"Positive" when referring to a drug use test administered under this policy means a toxicological test result which is considered to demonstrate the presence of an illegal or a performance-enhancing drug or the metabolites thereof using the standards customarily established by the testing laboratory administering the drug use test.

"Reasonable suspicion" means a suspicion of illegal or performance-enhancing drug use based on specific observations made by coaches/administrators/sponsors of the appearance, speech, or behavior of an activity student and the reasonable inferences that are drawn from those observations.

II. Procedures

Each activity student shall be provided with a copy of the "Student Drug Testing Consent Form" which shall be read, signed and dated by the student, parent or custodial guardian and coach/sponsor before such student shall be eligible to practice or participate in any extra-curricular activities. The consent requires the activity student to provide a urine sample: (a) as part of the student's annual physical or for eligibility for participation; (b) when the activity student is selected by the random selection basis to provide a urine sample; and (c) at any time when there is reasonable suspicion to test for illegal or performance-enhancing drugs. No student shall be allowed to practice or participate in any extra-curricular activities unless the student has returned the properly signed "Student Drug Testing Consent Form."

Prior to the commencement of drug testing each year an orientation session will be held with Activity Students to inform them of the sample collection process, privacy arrangements, drug testing procedures and other areas which may help to reassure the activity student and help avoid embarrassment or uncomfortable feelings about the drug testing process.

Each Activity Student shall receive a copy of the Activity Student Drug Testing Policy. The head coach or sponsor or principal or the principal's designee shall be responsible for explaining the policy to all prospective students, and for preparing an educational presentation to acquaint the student with the harmful consequences of drug and alcohol use and abuse.

All Activity Students will be required to provide a urine sample before the student may participate in an extra-curricular activity covered under this policy. A student who moves into the district after the school year begins will have to undergo a drug test before he/she will be eligible for participation.

Drug use testing for Activity Students will also be chosen on a random selection basis monthly from a list of all Activity Students. The Cleveland County School District will determine a monthly number of student names to be drawn at random to provide a urine sample for drug use testing for illegal drugs or performance-enhancing drugs.

In addition to the drug tests required above, any Activity Student may be required at any time to submit to a test for illegal or performance-enhancing drugs, or the metabolites thereof when an administrator, coach, or sponsor has reasonable suspicion of illegal or performance-enhancing drug use by that particular student.

Any drug use test will be administered by or at the direction of a professional laboratory chosen by the Cleveland County School District. The professional laboratory shall be required to use scientifically validated toxicological testing methods, have detailed written specifications to assure chain of custody of the specimens, and proper laboratory control and scientific testing.

All aspects of the drug use testing program, including the taking of specimens, will be conducted so as to safeguard the personal and privacy rights of the student to the maximum degree possible. The test specimen shall be obtained in a manner designed to minimize intrusiveness of the procedure. In particular, the specimen must be collected in a restroom or other private facility behind a closed stall. The principal shall designate a coach, sponsor, or school employee of the same sex as the student to accompany the student to a restroom or other private facility behind a closed stall. The monitor shall not observe the student while the urine specimen is being produced, but the monitor shall be present outside the stall to listen for the normal sounds of urination in order to guard against tampered specimens and to insure an accurate chain of custody. The monitor shall verify the normal warmth and appearance of the specimen. If at any time during the testing procedure the monitor has reason to believe or suspect that a student is tampering with the specimen, the monitor may stop the procedure and inform the principal who will then determine if a new sample should be obtained. The monitor shall give each student a form on which the student may list any medications legally prescribed for the student he or she has taken in the preceding thirty (30) days.

The parent or legal guardian shall be able to confirm the medication list submitted by their child during the twenty-four (24) hours following any drug test. The medication list shall be submitted to the lab in a sealed and confidential envelope and shall not be viewed by district employees.

An initial positive test result will be subject to confirmation by a second and different test of the same specimen. The second test will use the gas chromatography/mass spectrometry technique. A specimen shall not be reported positive unless the second test utilizing the gas chromatography/mass spectrometry procedure is positive for the presence of an illegal drug or the metabolites thereof. The unused portion of a specimen that tested positive shall be preserved by the laboratory for a period of six (6) months or the end of the school year, whichever is shorter. Student records will be retained until the end of the school year.

Urine tests will be used at no cost to the student and must be done in a timely manner (within 60 minutes').

III. Confidentiality

The laboratory will notify the principal or designee of any positive test. To keep the positive test results confidential, the principal or designee will only notify the student, the head coach/sponsor, and the parent or custodial guardian of the student of the results. The principal or designee will schedule a conference with the student and parent or guardian and explain the student's opportunity to submit additional information to the principal or to the lab. The Cleveland County School District will rely on the opinion of the laboratory which performed the test in determining whether the positive test result was produced by something other than consumption of an illegal or performance-enhancing drug.

Test results will be kept in files separate from the student's other educational records, shall be disclosed only to those school personnel who have a need to know, and will not be turned over to any law enforcement authorities.

IV. Appeal

An Activity Student who has been determined by the principal to be in violation of this policy shall have the right to appeal the decision to the Superintendent or his/her designee(s). Such request for a review must be submitted to the Superintendent in writing within five (5) calendar days of notice of the positive test. A student requesting a review will remain eligible to participate in any extra-curricular activities until the review is completed. The Superintendent or his/her designee(s) shall then determine whether the original finding was justified. No further review of the Superintendent's decision will be provided and his/her decision shall be conclusive in all respects. Any necessary interpretation or application of this policy shall be in the sole and exclusive judgment and discretion of the Superintendent which shall be final and non-appealable.

V. Consequences

Any Activity Student who tests positive in a drug test under this policy shall be subject to the following restrictions:

A. For the First Offense:

The parent/guardian will be contacted immediately and a private conference will be scheduled to present the test results to the parent/guardian. A meeting will then be set up with the student, parent/guardian, principal and appropriate sponsor, coach/athletic director concerning the positive drug test. In order to continue participation in the activity the student and parent/guardian must, within five (5) days of the joint meeting, show proof that the student has received drug counseling from a qualified drug treatment program or counseling entity. Additionally, the student must voluntarily submit to a second drug test to be administered within two (2) weeks in accordance with the testing provisions of this policy.

If the parent/guardian and student agree to these provisions, the student will continue to participate in the activity. Should the parent/student not agree to these provisions the consequences listed in this policy for the second offense will be imposed.

B. For the Second Offense:

Suspension from participation in all activities covered under this policy for (14) calendar days, and successful completion of four (4) hours of substance abuse education/counseling provided or arranged by the school. The student may not participate in any meetings, practices, scrimmages or competitions nor may the student operate or park a motor vehicle on school property during this period. The student will be randomly tested monthly for the remainder of the school year. The time and date will be unknown to the student and determined by the principal or designee.

These restrictions and requirements shall begin immediately, consecutive in nature, unless a review appeal is filed following receipt of a positive test. However, providing a student who on his/her own volition informs (self-refers) the athletic director, principal, or coach/sponsor of usage before being notified to submit to a drug use test will be allowed to remain active in all activities covered under this policy. Such student will, however, be considered to have committed his/her first offense under the policy and will be required to re-test and obtain counseling as would a student who has tested positive.

C. For the Third Offense (in the same school year):

Complete suspension from participation in all extra-curricular activities including operating or parking a motor vehicle on school property, attending meetings, practices, shop class, performances, and competition for the remainder of the school year or one semester, whichever is the longer period of time.

VI. Refusal to Submit to Drug Use Test

A participating student, who refuses to submit to a drug test authorized under this policy, shall not be eligible to operate or park a motor vehicle on school property or to participate in any other activities covered under this policy including all meetings, practices, performances and competitions for the remainder of the school year. Additionally, such student shall not be considered for any interscholastic activity honors or awards given by the school.

Cleveland County School District is committed to cooperating with parents/guardians in an effort to help students avoid illegal drug use. The Cleveland County School District believes accountability is a powerful tool to help some students avoid using drugs and that early detection and intervention can save lives.

Consent forms are printed in the appendix of this handbook. Please refer to the appendix to obtain a consent form to sign and submit.

WELLNESS POLICY

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Division of Elementary and Secondary Education (DESE), but with the community to find solutions that improve the health and physical activity of our students.

WELLNESS COMMITTEE

To enhance the district's efforts to improve the health of our students, a wellness committee shall be formed. It shall be structured in a way to ensure age-appropriate recommendations are made that correlate to the District's grade configurations. The wellness committee shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. The overarching goal of the committee shall be to promote student wellness by monitoring how well the District is doing at implementing this policy. The wellness committee shall use modules 1, 2, 3, 4, 10, and 11 of the Centers for Disease Control (CDC) School Health Index as a basis for annually assessing each school's progress toward meeting the requirements of

this policy. The results of the annual assessment shall be included in District's strategic plan (DSP), provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in the DSP.

The Wellness Committee shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the development, implementation, and periodic review of the District's wellness policy.

- Members of the District's Board of Directors;
- School administrators;
- School nutrition personnel;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students'
- Professional groups (such as nurses);
- School health professionals (such as school nurses, school counselors and social workers);
- Community members.

The Wellness Committee shall provide written recommendations to the District's Child Nutrition Director concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.
The Wellness Committee will meet at least quarterly. Meeting dates for the Wellness Committee will be placed on the District's calendar.

School Health Coordinator

To assist the Wellness Committee in ensuring that the District fulfills the requirements of this policy, a District Level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District Level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the DESE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols.

To promote nutrition, physical activity, and other school-based activities that will improve student wellness, the District, working with the Wellness Committee, has established the following goals.

1. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
2. Engage students in healthy levels of vigorous physical activity;
3. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
4. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
5. Not use food or beverages as rewards for academic, classroom, or sports performances;
6. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
7. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
8. Abide by the current allowable food and beverage portion standards;
9. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's (USDA) Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
10. Restrict access to competitive foods as required by law and rule;
11. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods;

12. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
13. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Food and Beverages Outside of the District's Food Service Programs

The District will ensure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District's food service areas.

All food and beverages sold to students on school campus during the school day by school administrators or school non- licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chest, cabinets) in school stores or as part of school fundraisers.

All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. The schedule of events shall be by school, approved by the principal, and shall be part of the annual school calendar.
Food and beverages outside of the District's food service programs may not be sold, served, or provided to students in the District's food service areas during meal times.

Elementary students shall not have in-school access to vending machines.

The District does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

Advertising

In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks standards.

This restriction does not apply to:

- Materials used for educational purposes in the classroom, including, but not limited to:
    - The use of advertisements as a media education tool; or
    - Designing and implementing the health or nutrition curriculum;
- Clothing, apparel, or other personal items used by students and staff;
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Adoption Awareness Instruction

The District shall provide any information provided to students on the District's adoption awareness instruction that was in written form to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a pregnant student who is enrolled in the District.

Breast Feeding

In addition to providing age-appropriate education for students regarding the nutritional benefits of breastmilk and breastfeeding practices, the District shall provide:

- Space in the District's school facilities for District employees, students, and volunteers who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, that contains Access to a power source for a breast pump or any other equipment used to express breast milk where an employee, student, or volunteer can express breast milk;

- Space in the District's school facilities for District students who are breastfeeding mothers that is a private, secure, and sanitary room or other location, other than a toilet stall, where a student can breastfeed the student's child;
- Permission to bring a breast pump and any other equipment used to express breast milk to school;
- Access to a place to safely store breast milk, which shall include, but not be limited to, a refrigerator or cooler in:
  - A nurse's office;
  - A teachers' lounge; or
  - Another private location or location with limited accessibility in which the breast milk may be safely secured;
- Access to a location to clean a breast pump and any other equipment used to express breast milk at school.
- Break time:
  - To an employee or volunteer for the purpose of expressing breast milk that, to the extent possible, shall run concurrently with existing break times; and
  - To a student that is a reasonable amount of time to accommodate the student's need to express breast milk or to breastfeed the student's child on the District's campus;
- That a student shall not incur an academic penalty for expressing breast milk or for breastfeeding the student's child on the District's campus; and
- A student the opportunity to make up any work missed due to expressing breast milk or for breastfeeding the student's child on the District's campus.

Child Care

The District shall provide student mothers and fathers information regarding available child care services.

Community Engagement

The District will work with the wellness committee to:

a. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking, etc.;
b. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
c. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
d. Encourage the development of and participation in family-oriented community-based physical activity programs.

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District's SDSP;
- That a printed copy of the policy may be picked up at the District's central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

Assessment of District's Wellness Policy

At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual school's status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District's SDSP. The assessment shall be based, at least in part, on:

- The extent to which District schools follow this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, 10, and 11 of the CDC's School Health Index;
- A description of the progress made in attaining the goals of this policy.

On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District's annual report to the public.
The District will update the wellness policy based on the results from the three (3) year assessment.

District Website

The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinators;
- The names of the members of the wellness committee;
- Meeting dates for the wellness committee;
- Information on how community members may get involved with the wellness committee;

- A copy of this policy;
- A copy of the annual review of this policy based on modules 1,2,3,4,10, and 11 of the CDC's School Health Index; and
- A copy of the most recent three (3) year assessment of this policy.

STUDENT ILLNESS/ACCIDENT

All students' accidents on school property or during a school activity will be reported to the business office. An accident report form will be completed and copies will be placed on file in the offices of the school nurse, the principal and the superintendent. Only first aid treatment is administered at school. The parent/guardian will be notified if the injury is severe enough to require more than first aid treatment. If life-saving measures are indicated and the parent/guardian cannot be reached, the student will be taken to the emergency room of the hospital. In cases of illness, the parent/guardian will be notified and requested to come to school and take the student home. If the student has a car on campus, he/she may be allowed to drive home with permission from his/her parent/guardian. Cleveland County School District assumes no responsibility or financial obligations for any treatment involving accidents or illness.

HEALTH SERVICES

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

The District shall develop an age-appropriate seizure education program for the District's students consistent with training programs and guidelines developed by the Epilepsy Foundation of America.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules Chapter Five: Delegation of Nursing Care.

The Cleveland County School District provides a health services program under the direction of a licensed nurse. The program includes screening, referral and follow-up procedures for all students. Facilities, equipment, and materials necessary for the operation of the program are available. Current health appraisal records for all students are maintained in accordance with guidelines provided by the Arkansas State Department of Education. Each school has personnel trained in CPR and first aid. Questions concerning health services should be directed to the Building Principal or the School Nurse.

Pre-referral interventions and screenings allow school personnel to address specific concerns related to any student and their progress in school. Comprehensive psycho-educational evaluations are provided for students who are referred for consideration for special services. These services include special education services and gifted and talented programs. In addition, 504 identification and accommodations are provided to individual students as needed.

The Cleveland County School District provides a parent liaison to assist in the prevention and remediation of problems of attendance, behavior, adjustment and learning. Home visits are available to provide continuity between home and school and to aid in meeting the needs of students.

IMMUNIZATIONS

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

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

General Requirements

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

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubella) 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 AFH 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 proved by a:

A. Licensed physician;
B. Health department;
C. Military service; or
D. Official record from another educational institution in Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating "up-to- date", "complete", "adequate", and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted. Valid proof of immunization and of immunity based on serological testing shall be entered into the student's record.

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

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

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

Temporary Admittance

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

Exclusion from School

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

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

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

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

STUDENT MEDICATIONS

Prior to the administration of any medication 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). Each person present shall sign a form verifying the quantity of medication(s).

Medications, including those for self-medication, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.
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 over-the-counter medications to the extent giving such medications are included in the student's IHP.

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

SCHEDULE II MEDICATIONS

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

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

SELF-ADMINISTRATION OF MEDICATION

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

1) Self-administer either a:
   - Rescue inhaler; or
   - Auto-injectable 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 as a care provider, provided the student has:

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

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

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 parent, guardian, other responsible adult, or medical personnel has arrived.

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

EMERGENCY ADMINISTRATION OF EPINEPHRINE

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer epinephrine, either through an auto-injector or nasal spray, in emergency situations to students who have an IHP that provides for the administration of an 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 school employee(s) certified to administer auto-injector or nasal spray epinephrine to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order form and 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 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 auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and

certified by a licensed physician may administer auto-injector epinephrine to those students' who the school nurse, or other school employee certified to administer auto-injector to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

EMERGENCY ADMINISTRATION OF ALBUTEROL

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

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

EMERGENCY ADMINISTRATION OF ANTI-OPIOID

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

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

EMERGENCY ADMINISTRATION OF EMERGENCY ADRENAL INSUFFICIENCY MEDICATION

The school nurse or other school employees designated by the school nurse as a care provider who have been trained[6] and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

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

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event

the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

SEIZURE DISORDER MEDICATIONS

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

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:
    - The student's name;
    - The name and purpose of the medication;
    - The prescribed dosage;
    - The route of administration;
    - The frequency that the medication should be administered; and
    - The circumstances under which the medication should be administered;
3. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

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

ILLNESS

If a student becomes too ill to remain in class and/or could be contagious to other students, the school 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. Students who are eighteen (18) years of age or older are considered to be legal adults, and as such have the right to check themselves 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 contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical facility.

The school assumes no responsibility for treatment of the student. When available, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

The Cleveland County School District follows the 24-Hour Rule for treatment of infectious disease. Students who have fever, vomiting or diarrhea should be free of these symptoms for 24 hours without the aid of fever reducing or stomach medication before returning to school. Fever is considered to be a temperature of 100.4 degrees or higher. If antibiotics are prescribed for an infection, the student must have taken a full day's dose before returning to school.

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. The Cleveland County School District believes that the management of lice should not disrupt the education process, and should minimize the emotional impact that may accompany a pediculosis outbreak. Head lice, while a significant social problem, do not transmit disease to humans. Lice are a common occurrence in schools. When a child gets lice, it does not indicate neglect on the part of the parent and does not indicate that the child, or the environment, has not been kept clean. Transmission occurs by head-to- head contact with an infected person, or occasionally from infested hats, combs, pillows, jackets, etc.

Students with crawling lice will be sent home immediately. They cannot return until proof of treatment such as a box top from the shampoo is brought to the school and all lice have been removed from the hair.

a. The student will be sent home. A school issued form letter will be sent with the student. The letter will refer to proper disinfecting of the home premises and must be signed by the parent and returned at the time the student is readmitted to school.

b. No student can be admitted back to school if lice are present. No student can be admitted until proof of treatment has been brought to the school. This is <u>strictly enforced</u>. Lice can stay\ alive on nonviable surfaces for less than 1-2 days.

c. Each student found to have lice will be rechecked in seven (7) days and if lice are found again, the student will be sent home again.

d. If a child has lice for three (3) consecutive checks, a conference with the superintendent, the principal, and the school nurse will be held with a parent. The child must seek medical attention at the parent's expense. Even though the school insists on medical treatment, the student's name will be sent to the Health Department.

e. After two (2) consecutive infestations of lice with contact having been made with the Health Department, the student's name will be turned over to the Department of Human Services.

f. At that time, if two (2) or more infestations are found after reporting to Social Services, which will be five (5) times on one (1) child], the family will be reported to the Child Abuse and Neglect hotline.

LIBRARY MEDIA CENTER MISSION AND PURPOSE

In support of the Rison High School mission is to help each student excel and achieve maximum potential by creating a 21st Century learning environment, fostering a love of reading, and promoting the effective and appropriate use of information and communication technology. Through collaboration, the library media specialist (LMS) partners with the larger Rison community to empower students in becoming life-long learners, responsible cyber-citizens, and industrious problem solvers.

Hours of Operation

Students are encouraged to visit the Rison Media Center as frequently as they choose, as long as it does not interfere with the orderly operation of the school or the education process. The library is open during both middle and high school lunch periods Monday through Thursday, but is closed on Friday during both lunch periods. However, students must notify lunch duty teachers before going to the library during lunch.

Computers, a scanner, and a copier/printer are available for student use. These are to be used only for school or educational purposes.

Failure to follow school rules and regulations can result in withdrawal of library privileges, with penalties ranging from temporary or permanent loss of library and use privileges, depending upon the severity of the offense. The severity of privilege loss will be determined by media specialist and the assistant principal.

Circulation library book limits and fines

Library books are available to both students and teachers. However, due to space and budget limitations, these resources are meant to be shared, and if a student or teacher keeps a material out of circulation beyond its given due date, he or she denies that material to everyone else. Likewise, some limitations must be placed upon the number of books that can be checked out, depending upon the student's grade level and number of overdue library books in his/her possession.

GRADE	Maximum number of library books checked out at one time	Number of renewals allowed per book	Maximum number of over dues allowed at one time
7	3	1	2
8	3	1	2
9	4	2	3
10	4	2	3
11	5	3	3
12	5	3	3

The Library does not charge fines for overdue books. However, if a library book is lost or damaged so as to unrepairable and thus unusable, the student borrower will be charged the price of the book. This may be waived, but only at the discretion of the LMS, the principal, and the assistant principal.

Textbooks and ancillary textbook materials

Textbooks for all classes, with some exceptions, are obtained from the Library by students. A student limited to one copy of needed

textbooks per class, with the exception of students whose IEP or other noted accommodation is made. Students are responsible for all textbooks and materials. If a textbook is found anywhere except in the student's locker, it will be turned in to the LMS and considered to be an unattended textbook, for which the student may be written up and given detention. Lost or damaged textbooks are assessed a fine according to the purchase price of the book, the number of years the textbook was in use, and the amount/or type of damage to the book.

Lost and/or damaged materials

Please note that all library books, textbooks, and other materials a student checks out from the Library are to be returned before that student either leaves at the end of the school year or is withdrawing from CCSD entirely. Any book not returned will be considered lost and the student and his/her guardians will be charged according to the limits stated in the previous paragraphs.

GUIDANCE COUNSELING

Cleveland County School District provides a developmentally appropriate guidance program to aid students in educational personal, social, and career development. Citizenship and the development of character are important components of any public-school curriculum.

The counselor's office and its services are student centered. Each student at Rison High School has a complete personal folder in the office that includes a transcript of all courses taken, standardized tests scores, and other information relevant to the individual student. The counselor is available to counsel students about their present and future educational plans and about their personal problems. Catalogs from various universities and vocational and trade schools and job and career opportunity information are available to all students. The counselor's role in the previously mentioned services is to assist the student, not to make decisions for the student.

HOMECOMING COURT ELECTIONS

The Student Council sponsor will set a date for homecoming election that is agreed upon by the head football coach and the high school principal.

An alphabetical list of all girls by grade for grades 10 through 12 will be created. This list will be pulled from the list of enrolled students in ESchool by the high school counselor.

On the date of the election, the Student Council sponsor and assistant sponsor and the high school principal or middle school principal will conduct the election.

Each football player will be given an alphabetical list of girls in his grade. The sophomores will vote for 3 girls from their grade. The juniors will vote for 3 girls from their grade. The seniors will vote for 5 girls from their grade. The voting will be done by individual private ballots. There will be no discussion among the players during the election.

The Student Council sponsors will tally the votes with the administrator/principal present. In the event of a tie, the boys will be asked to do a runoff vote to break the tie.

Once the 11 maids have been selected, all football players will vote for one person as queen from the five seniors selected as maids.

The Student Council sponsors will tally the votes with the administrator/principal present. The senior maid with the most votes will be queen; the senior maid with the second most votes will be maid of honor. In the event of a tie, the players will vote on a runoff, however, players will not be told what senior maid position the tie is for. The queen and maid of honor names will not be announced until the homecoming ceremony.

The tally of the ballots will be signed by the sponsors and administrator conducting the vote. The ballots will be placed in a sealed envelope and locked in the high school office.

STUDENT RELIGIOUS EXPRESSION

The Cleveland County 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.[1]

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 twenty-five (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.[2]

Upon receiving such a request, the student's teacher shall determine within five (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student's parent believes the accommodation to be unreasonable, the student or the student's parent may request a conference with the teacher and

the teacher's principal. A requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The principal shall have five (5) working days in which to decide 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 decide on the appeal which shall be final with no further right of appeal.

Student Presenters

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

The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.
Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE.

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

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

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

Information on how to participate in a student forum shall be provided to all students.[3]

PLANNING FOR EDUCATIONAL IMPROVEMENT

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

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

Each SLIP shall include a literacy plan that includes a curriculum program and a professional development program that is aligned with the District's literacy needs and is based on the science of reading.

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

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

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

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

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

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

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

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

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

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

Parent, Family, and Community Engagement- School

Cleveland County School understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, Cleveland County School shall

strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the school shall work to:

1. Involve parents, families, and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated engagement program where the engagement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
3. Explain to parents, families, and the community the State's academic and achievement standards; State and local student assessments; and how the school's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the school to improve students' academic achievement;
4. Provide parents and families with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community-based organizations to foster parent and family engagement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
6. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
7. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent, family, and community engagement programs to suit the needs of our school;
9. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
10. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To help promote an understanding of each party's role in improving student learning, CCSD shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.
CCSD shall convene an annual meeting, or several meetings at varying times if necessary to adequately reach parents and families of participating students, to inform parents and families of the school's participation in Title I, its requirements regarding parent, family, and community engagement, and the parents right to be involved in the education of their child.

CCSD shall, at least annually, involve parents, families, and the community in reviewing the school's Title I program and parent, family, and community engagement policy in order to help ensure their continued improvement.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Parent, Family, and Community Engagement - District
The Cleveland County School District understands the importance of involving parents, families, and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parent, family, and community engagement that will result in partnerships that are mutually beneficial to the school, students, parents, families, and the community. To achieve such ends, the district shall work to:

1. Involve parents, families, and the community in the development of the long-range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parent, family, and community engagement activities;
3. Have a coordinated engagement program where the engagement activities of the district enhance the involvement strategies of other programs such as Head Start, HIPPY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
4. Explain to parents, families, and the community the State's academic and achievement standards: State and local student assessments; how the district's curriculum is aligned with the state's academic standards and assessments; and how parents, families, and the community can work with the district to improve students' academic achievement;
5. Provide parents and families with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community-based organizations to foster parent and family engagement and provide literacy and technology training to parents.

6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent, family, and community engagement programs that will promote positive partnerships between the school and parents, families, and the community;
7. Keep parents, families, and the community informed about parent, family, and community engagement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents and families can understand;
8. Find ways to eliminate barriers that work to keep parents and families from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent, family, and community engagement programs to suit the needs of our district;
10. Train parents, families, and the community to enhance and promote the involvement of other parents, families, and members of the community;
11. Provide reasonable support for other parent, family, and community engagement activities as parents, families, and the community may reasonably request.

To ensure the continued improvement of the district's parent, family, and community engagement program, the district will conduct an annual review of its parent, family, and community engagement policies to examine their effect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Cleveland County School District
P.O. Box 600
Rison AR 71665
870-325-6241

Rison High School
School Parent and Family Engagement Plan
District Name: Cleveland County
Grades Levels: 7-12 Building
Facilitator: Chris Power
District Coordinator: Polly Power
Percent Free and Reduced Lunch: 64%
Title I Status: School wide

Parent and Family Engagement Committee Members:

LeTitia Walker, High School Principal
Polly Power, Parent Coordinator
LaShanna Newsom, RHS Parent
Julie Branch, RES Parent

1. List various communication strategies used in your school to provide additional information to parents and to increase parent and family engagement in supporting classroom instruction.

The school will distribute a daily bulletin that is developed with participation of the principal, teachers, staff, students and parent volunteers. It includes school news, a calendar of school activities, and announcements pertinent to students and parents. The school will implement Home Access. Homework assignments and pertinent classroom information will be available on classroom this site. Also, parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use email to communicate with members of the school staff. Teachers will routinely contact parents on an individual basis to communicate about their child's progress. The school will provide to parent's progress reports or report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events. The school will send parents a parent friendly letter in the first report card that explains their child's test results and standardized test scores. The school will offer parents a special workshop each year on the school's approach to school improvement.

The school will send brochures home with students, post notices in school facilities and public buildings, and provide information for local newspapers and radio stations about parent workshops and meetings. The school will use the student handbook, Home Access, signage at the school entrance, and parent orientation meetings about the school wide Title I Plan and how to get a copy upon request.

Contact person is LeTitia Walker, RHS Principal, 870-325-6241 or Polly Power, Parent Coordinator, 870-325-6241
LeTitia Walker, High School Principal
Polly Power, Parent Coordinator
LaShanna Newsom, RHS Parent
Julie Branch, RES Parent

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parent and family engagement and build staff and parent capacity to engage in these types of efforts. (Must include the 2-state mandated parent/teacher conferences each year.)

These meetings will include parent training sessions to help parents understand how to enhance their child's education. The meetings will be held at various times during the day or evening to better accommodate parents. Outside speakers will provide parents with more information concerning ways to make their child's academic life more successful.

The school will hold a school wide meeting to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan. Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the intervention's teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school/parent efforts and explanations of homework and grading procedures. The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:
Library assistant Mentor
Teacher assistant Tutor
FFA Banquet
Special parent meals
Book fair helpers
Prom - April
Awards day presentation
Field day volunteers
Honors Banquet - February/March
Parent Teacher Conference - Fall (October) and Spring (February)
Orientation presentations - August
College Preparedness Event Financial Aid for College Seminar
Open House - August
Red Ribbon week - October
Choir concerts - December and May
Band Concerts - December and May
Graduation - May
Career Day
Homecoming - October
Athletic Banquet - May
Various committees
Contact person is LeTitia Walker, RHS Principal, 870-325-6241, Poly Power, Parent Coordinator, 870-325- 6894

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

STATE REQUIREMENT – Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other

strategies or curricula developed or acquired by the school district for at home parental instruction approved by the Department of Education.

STATE REQUIREMENT (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies.
No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Contact person is LeTitia Walker, RHS Principal, 870-325-6241 and Davy King, Superintendent, 870-325-6344

4. How will your school work with parents to create a School-Parent Compact?
School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact. Contact person is LeTitia Walker, RHS Principal, 870-325-6241.

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program?

The school will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way. The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way. The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement.

STATE REQUIREMENT – To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

STATE REQUIREMENT The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. Contact person is LeTitia Walker, RHS Principal, 870-325-6241, or Polly Power, Parent Coordinator, 870- 325-6894

6. How will your school provide resources for parents?
Parents may check out materials, use the computer to check grades, and visit educational Web sites. Parents will be encouraged to view the Title I Plan located in the parent resource center or media center. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.

STATE REQUIREMENT The school will distribute Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, email…).

STATE REQUIREMENT – Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.

STATE REQUIREMENT – The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator. Contact person is LeTitia Walker, RHS Principal, 870-325- 6241, or Polly Power, Parent Coordinator, 870-325-6894,

7. How will your school engage parents in the evaluation of your parent and family engagement efforts? The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted.

8. While collecting evidence about satisfaction with the program and the school's efforts to increase

parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. Contact person is LeTitia Walker, RHS Principal, 870-325-6241 or Polly Power, 870-325-6894.

Board of Education
Bruce Grubb
Harrell Wilson
Rickey Spencer
William King
Tony White
Charlene Freeman
Willie Rainey

Cleveland County School District

P. O. Box 600 700 Main
Rison, AR 71665

Kingsland Elementary - Rison Elementary - Rison High

Superintendent
Johnnie Johnson

August 1, 2014

Dear Parents and Students:

To comply with federal and state requirements regarding notification of asbestos management and to ensure a safe learning environment for the patrons of Cleveland County School District, please be advised that some district facilities contain varying amounts of known asbestos-containing materials. Asbestos-containing materials located in the district's facilities are maintained and managed to assure that they pose no threat to the health and safety of students, employees, parents, and visitors to the school district's facilities.

The District employs the services of a professional asbestos management firm which has completed a study to determine the presence, location, and quantity of asbestos-containing materials in all district facilities. Every six months the school district conducts surveillance of all asbestos-containing materials in district facilities to ensure continuation of a safe environment. Every three years our facilities undergo a formal re-inspection. The district maintains an asbestos management plan, which is available for review at the District Superintendent's Office.

Cleveland County School District is committed to providing facilities which are safe environments for all students, employees, parents, and visitors. We thank you for your attention to this important issue.

Sincerely,

Johnnie L. Johnson
Superintendent

Phone: 870.325.6344 Fax: 870.325.7094