



Student Handbook

*2024-25
School Year*

**CEDARVILLE ELEMENTARY SCHOOL
2024-25 HANDBOOK
FOR
STUDENT CONDUCT AND DISCIPLINE**

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Handbook Committee

Cedarville Elementary School held their annual Handbook Update Meeting on April 22, 2024

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FOREWORD

Dear Parents:

This handbook has been prepared especially for you and your child attending Cedarville Elementary School. Its real purpose is to help you and your child get ready for his or her school experience. You will be informed of school activities through notes/letters sent home with your child as well as information shared through your child's class Dojo account and school web pages. We have tried to include as many important aspects of school life as possible and we sincerely hope that it will serve as a means of easing any and all transitions. The elementary handbook is guided by the Cedarville School District Policies and in any situation, the district policies must be adhered to first and foremost. These policies can be found on our District webpage www.cedarvilleschools.org.

We look forward to having your child with us and we dedicate ourselves to making his or her experience both enjoyable and helpful.

Sincerely,
Elementary Staff

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Cedarville
ELEMENTARY SCHOOL

Vision:

What we want to become in order to accomplish our purpose...

Sailing Toward Success. Every Pirate Every Day.

Mission:

Who we are, why we exist and what we value...

The Staff and Students at Cedarville Elementary have
PRIDE!

POSITIVE: choices, mindset, attitude, work habits

RESPECTFUL: actions, words, differences

INDEPENDENT: thinkers, learners

DEPENDABLE: friend, student, teammate

ENGAGED: learner, collaborator

Collective Commitments:

We are committed to...

- Having a growth mindset and an understanding for others' perspectives or opinions
- Creating a safe and loving environment for the whole child (emotionally, physically & academically).
- Using data to provide differentiated instruction with high expectations to all students based on student needs and abilities.
- Growing professionally while supporting others and holding each other accountable.

Section 1: Attendance and Enrollment

PLACEMENT

Placement into a classroom is at the discretion of the building principal and/or designee. The building principal has the option to reassign classes if a need such as Special Education placement arises. Any concerns about placement should be expressed in writing (signed and dated) to the building principal prior to the last day of the current school year for consideration. **No specific requests for classroom placements will be accepted.**

PLACEMENT OF MULTIPLE BIRTH SIBLINGS

The parent/guardian of multiple birth siblings in grades pre-K through 6 may request in writing that the multiple birth siblings are placed in either the same or separate classrooms within the first 14 days of the school year. If both parents of multiple birth siblings request different placements, 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 after 30 instructional days if it is determined that the placement request is detrimental to the educational achievement of one or more of the siblings, disruptive to the siblings' assigned classroom learning environment, or disruptive to the school's educational or disciplinary environment.

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

RESIDENCE REQUIREMENTS

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, or other persons having lawful control of the person under an order of a court reside (4 nights per week) within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

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

ENTRANCE REQUIREMENTS

Students may enter kindergarten if they attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year in which he/she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District.

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

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, guardian, or other responsible person shall furnish the child's social security number
2. The parent, guardian, or other responsible person 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. United States military identification; or
 - d. Previous school records.
3. The parent, guardian, or other responsible person 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. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another school district to enroll as a student until the time of the person's expulsion has expired.
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.

STUDENT TRANSFERS

Transfer applications received by the Cedarville School 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.

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

Any student transferring from a school that is not accredited by the Department of Education to a District school shall be evaluated by District staff to determine the student's appropriate grade placement.

SCHOOL CHOICE

The student's parent shall submit a school choice application on a form approved by ADE to this District. The transfer application must be postmarked or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. Applications postmarked or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings (2 or more children having a parent in common by blood, adoption, marriage, or foster care) 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.

The Superintendent will consider all properly submitted applications for School Choice. By July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Digital Learning

The Cedarville School District K-8 digital learning option, through the Arkansas River Educational Service Cooperative. The ARESC Virtual Program, will offer a dual learning virtual experience with both synchronous and asynchronous instruction. This model allows for flexibility with learning, student-teacher relationships, and targeted learning for all students. Students are expected to attend daily zoom meetings for instruction and intervention, if needed. All of the components of the Science of Reading will be delivered through an approved program for grades K-8.

The student's parents shall submit the digital learning application by the deadline to be considered for the digital learning option. Applications will be reviewed and accepted participants' will be notified prior to the first day of school. Students must maintain attendance requirements and passing grades while enrolled in the digital learning program. Students who do not meet all requirements will be asked to return to on-site learning.

HOME SCHOOLING

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

1. At the beginning of each school year, but no later than August 15;
1. Fourteen (14) calendar 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 homeschool shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by use of the Division of Elementary and Secondary 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;
- 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 homeschool; 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.

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.

ABSENCE/TARDY POLICY

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

1. Parents may call the office by 10 am up to 5 times each semester to excuse their student's absence if the student's illness or when attendance could jeopardize the health of other students. A maximum of 5 such days are allowed each semester, unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
 2. Death or serious illness in their immediate family;
 3. Observance of recognized holidays observed by the student's faith;
 4. Attendance at an appointment with a government agency with the appointment letter;
 5. Attendance at a medical appointment with a doctor's note;
 6. Exceptional circumstances with prior approval of the principal;
 7. Participation in a 4-H sanctioned activity with a letter;
 8. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
 9. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
- Up to 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 the scheduled election.

In order for the absences to be considered excused, the student must bring a written statement to the principal or designee upon return to school from the student's parent, legal guardian, or treating physician stating the reason of the absence; or provide documentation as proof for the other approved excused absence reasons. All notes/absence documentation must be turned in within five days of returning to school.

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Excessive absences shall not be a reason for expulsion or dismissal of a student. Notification of unexcused absences shall be by telephone or by regular mail with a return address. Whenever a student exceeds 10 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

Definitions:

"Tardy" means any student arriving between 8:00-9:30 am.

"1/2 day absence" means any student arriving after 9:31 am or leaving before 2:00 pm.
"Early Checkout" means any student leaving after 2:01 pm.

CLOSED CAMPUS

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

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection by the parent of his/her student who is under the age of eighteen (18). A student's parent, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer. The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. 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.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations. When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

For purposes of this policy, the Cedarville School District does not distinguish between a custodial and a 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/her records, the parent, guardian, person acting in loco parentis, or an agent of the Department of Human Services must present a file-marked copy of such order to the building principal. The school will make good-faith efforts to act in accordance with such court order, but the failure to do so does not

impose legal liability upon the school. The actual responsibility for enforcement of such court orders rests with the parents or guardians, their attorneys and the court which issued the order.

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her 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 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. 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 and filed with the building principal's office no later than ten (10) school days after the beginning of each school year or the date the student is enrolled for school. Failure to file an objection by that time is considered a specific grant of permission. The district is required to continue to honor any signed-opt out form for any student no longer in attendance at the district.

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

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

HOMELESS STUDENTS

The Cedarville School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. To the extent possible, the District Homeless 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. 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 do one of the following according to the best interest 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.

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

A. Are:

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

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

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

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

STUDENTS WHO ARE FOSTER CHILDREN

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services ("DHS"), the ADE, and individuals involved with each foster child to ensure that he/she is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise, ensure that the foster child remains in his/her 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 case worker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.

EXTRACURRICULAR ACTIVITIES

Students should be accompanied by an adult 18 years of age or older to all sporting events. When in attendance all students must adhere to the dress code for students and student conduct expectations listed in the student handbook. Students who do not attend Cedarville School District may not participate in school-related extracurricular activities.

SECTION 2: STUDENT CONDUCT & DISCIPLINE

To obtain the greatest possible benefit to the students, teachers, administrators, parents, board of education, and the entire community, it is essential that all work together to ensure that all persons are treated equally and with dignity in respect to their rights and responsibilities.

STUDENTS

Students have the responsibility to pursue their education in the Cedarville School District in a manner that shows respect for other students, staff members, parents, and other citizens. Students should be aware that they have a responsibility to cooperate with and assist the school staff in the orderly and efficient control of the schools by abiding by rules and regulations established by the board of education and implemented by teachers and school administrators. Each student is responsible for his/her own conduct at all times.

PARENTS OR GUARDIANS

The term "Parent" shall include every parent, guardian, or person in parental relation having control or charge of any student in attendance in the schools of this district. Parents or guardians are responsible for exercising the required controls and following school expectations so that their children's behavior at school will be conducive to their own progress and not disruptive to the school's educational program. They are responsible for alerting school personnel when they have reason to believe that their children are experiencing difficulties at school or at home. This, by soliciting the help of the school on their child's behalf, behavior standards may be maintained.

TEACHERS/STAFF

All teachers/staff are responsible for the supervision of the behavior of all the students in the school. This includes not only the students who are regularly assigned to the teacher, but all other students with whom the teacher comes in contact. Each teacher/staff member is expected to maintain the kind of atmosphere and decorum which will promote the learning process, and to utilize sound techniques which seem appropriate. These techniques include conferences with students and parents or referral to the counselor or other support services personnel. When the teacher/staff member is unable to assist the student in maintaining proper control of his/her behavior, the student is to be referred to the appropriate administrator in the school.

PRINCIPALS

The principal of the school is expected to give to all students at the beginning of the school year and to each new student upon registration the rules and regulations currently in effect for the school. In developing rules and regulations, the principal involves representatives of the teaching staff. The principal is responsible for conducting continued in-service education for all personnel on a regular

basis and to interpret and implement established policies. The principal is authorized to suspend and to recommend the expulsion of students. The principal is expected to inform the parents, verbally or in writing, when their child's behavior is in serious conflict with the established laws, rules, and procedures.

"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 that 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. A person who violates this section shall be guilty of a violation and upon conviction be liable for a fine of not less than one hundred dollars (\$100) nor more than one thousand five hundred dollars (\$1,500). Each school district shall report to the Department of Education any prosecutions within the school districts under this section." A.C.A. 6-17-106

"Any persons who shall, by any boisterous or other conduct, disturb or annoy any public or private school in this state or any person not a student who after being notified to keep off the school grounds during school hours by the board of directors, the superintendent, or principal in charge of any such school shall continue to trespass on or go upon school grounds, whether at recess or during the sessions of the school, shall be guilty of a violation and upon conviction shall be fined in any sum not exceeding one hundred dollars (\$100.00), payable into the general school fund of the county." A.C.A. 6-21-606

STUDENT DISCIPLINE POLICY

Students are responsible for their conduct that occurs: at **any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity.**

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'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 or legal guardian shall sign and return to the school an acknowledgement form documenting that they have received the policies.

CES EXPECTATIONS

The expectations and procedures matrix, along with the behavior flow chart, will be reviewed with students and sent home to parents.

Minor infractions will be handled by the classroom teacher and/or staff member. Minor infraction consequences are as follows:

- A. Redirect Student/Reteach Appropriate Behavior
- B. Verbal Warning

- C. Use of "Menu of Classroom Corrections"
- D. Parent Contact/Lunch Support #1
- E. Parent Contact/Lunch Support #2
- F. Parent Contact/Lunch Support #3
- G. Parent Notification and Office Referral

Major infractions will result in an immediate office referral to the Principal. (See Infractions to Avoid).

Severe infractions will result in emergency assistance for de-escalation, parent notification and office referral.

INFRACTIONS TO AVOID

The activities discussed below are considered major infractions of proper conduct and will subject the student to disciplinary action including, but not limited to, suspension or expulsion from school, and/or notification of law enforcement officials. **It is the parents' or legal guardian's responsibility to provide current contact information to the district which the school shall use to immediately notify the parent or legal guardian upon the following infractions.**

1. Physical Contact/Abuse or Assault

A student shall not attempt to cause injury or physical harm to another person, school staff or student. Examples include, but are not limited to, intentionally bumping another student, horseplay, poking, pushing, shoving, tripping, pinching, physical intimidation, hitting, punching, spitting, scratching, and/or biting.

Consequences of fighting or assault:

1st Offense: Notification to law enforcement, corporal punishment, ISS or OSS

2nd Offense: Notification to law enforcement, OSS with parent conference

3rd Offense: Notification to law enforcement, recommendation for expulsion.

2. Property Damage/Misuse

A student shall not cause or attempt to cause damage to property, including school property. The Cedarville School District will attempt to recover damages from the student destroying property. Examples include, but are not limited to, defacing classroom supplies/equipment, vandalism, use of combustibles, arson/attempt of arson.

Consequences for destruction of property:

Possible notification of law enforcement and/or reimbursement of monetary value

Minimum: Conference with parents or legal guardians

Maximum: Recommendation for expulsion

Rule 3. Disrespect/Defiance

A student shall comply with reasonable directions by any school staff member. Students are expected to show proper respect to teachers, students, visitors, and all with whom they come into contact. Examples include, but are not limited to, refusing to work, arguing/talking back, cheating/lying, leaving assigned area, stealing, inappropriate gestures, leaving campus, hiding from staff.

Consequences for violating this rule:
Minimum: Warning
Maximum: Recommendation for expulsion

Rule 4: Disruption

A student shall not engage in behavior which produces situations in which instruction or activities of other students are adversely affected. Examples include, but are not limited to, making noises with intent to disrupt learning, constant talking out/blurting, throwing objects, out of seat after acknowledgement.

Consequences for violating this rule:
Minimum: Warning
Maximum: Recommendation for expulsion

5. Technology Violations

Possession and use of school-issued electronic devices that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

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

- Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
- Permitting any audible sound to come from the device when not being used for reason #1 above;
- Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
- Using the device to take photographs in locker rooms or bathrooms;
- Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.
- Using the device for any non-school related purpose without permission.

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

Consequences of violating the Computer Use Policy depending on the severity of the incident will be as follows:

Minimum: Confiscation of device and lunch support

Maximum: Confiscation of device and recommendation for expulsion

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

Rule 6. Inappropriate Language

A student shall not use abusive, vulgar, or irreverent language on school campus. A student shall not harass or make verbal threats to other students or to staff members. Examples include, but are not limited to, name calling, teasing, swearing, intimidation, screaming, harassment.

Consequences for violating this rule:

Minimum: Warning

Maximum: Recommendation for expulsion

Bullying

"Bullying" means the **INTENTIONAL** harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

Examples of "Bullying" include, but are not limited to, a pattern of behavior involving one or more of the following:

1. Cyberbullying: any form of electronic communication that is sent with the purpose to harass, intimidate, humiliate, ridicule, defame, or threaten a person;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: "Slut", "You are so gay.", "Fag", "Queer").

Cyberbullying 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.

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, or cyberbully, another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee. The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;

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

Consequence for bullying found as credible, depending on severity and unless otherwise stated:
Minimum: Conference with principal, parent contact and possible 1 day of ISS or corporal punishment

Maximum: Recommendation for expulsion

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 SEXUAL HARASSMENT

Sexual harassment is a form of discrimination that undermines the integrity of the educational environment and will not be tolerated.

To prevent sexual harassment, the District shall provide age-appropriate informational materials and training to students, parents/legal guardians/other responsible adults, and school staff members as needed.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including

a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- Explain to the complainant the process for filing a formal complaint.

WEAPONS AND DANGEROUS INSTRUMENTS

No student, 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. **Note: Principals reserve the right to ban any item deemed unsafe or disruptive to the learning climate of the school.**

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, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Recommendation 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.*

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.

Consequences for possession of a weapon, excluding a firearm:

Minimum: Corporal punishment, ISS or OSS

Maximum: recommendation for expulsion

Alcoholic Beverages, Tobacco, Drugs and Inhalants

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

Consequences for possession/use of tobacco or vaping products:

Minimum: 5 days of ISS and police report

Maximum: Recommendation for expulsion and police report

Consequences for possession/use of narcotics, drug paraphernalia or beverages containing alcohol:

Minimum: 5 days of OSS and police contact

Maximum: Recommendation for expulsion

Personal Items

Personal items including, toys, games, electronic devices, etc., are not to be brought to school. Students are responsible for their own materials, supplies, personal items, items assigned to them, or any other items brought to and from school. Cedarville School District will not be responsible for restitution of any lost, stolen, or damaged items. As soon as a student has discovered that he/she has a lost, stolen, or damaged item, he/she is to immediately notify a school staff member.

Cell phones are not permitted at school and may not be used at any time before and during and after the school day. Cell phones that **MUST** be sent to school, with prior approval from the principal, shall be turned in to the student's teacher at the beginning of the school day and may be retrieved at the end of the school day. Cell phones are not allowed to be used during the after school program.

Personal items will be confiscated and a parent will be contacted. The item may be picked up at the end of the day by student

DRESS CODE

A student shall not practice a mode of dress, style of hair or standard of personal grooming extreme to the point of creating a disturbance of the educational atmosphere. Any visual image which advertise alcoholic beverages, tobacco products or drugs, weapons, or which have vulgar, obscene or offensive messages will not be allowed on campus. Students who refuse to abide by rules will be subject to disciplinary action.

1. Caps, and hats may not be worn in the building. Bandanas may not be worn at all.
2. All clothing must be worn properly
 - a. No sagging
 - b. Belts and overall straps are to be snapped and buckled
 - c. Knit caps and hoodies must be worn appropriately
3. Shoes or sandals must be worn at all times. ~~Shoes with a back strap must be worn.~~
4. Students are prohibited from wearing, while on school grounds during the day and at school sponsored events, clothing that exposes underwear, buttocks, or the chest. A shirt must be worn under a mesh shirt or jersey.

5. Shorts, skirts, tunics, and dresses may be worn as long as they are “fingertip” length. The student’s shorts, skirt, dress or tunic must come below the student’s fingertips when placed at his/her side. This includes tunics and shirts worn with leggings.
6. No pajamas or house shoes (sleepwear, lounge wear, etc.) except on specified days.
7. CES requires that all students have an extra pair of clothing in their backpacks. If a student requires a change of clothing and clothes are not in his/her backpack, parents will be contacted to bring clothing to the school.

Consequence for dress code violation: Conference with student, warning, parent contact, change clothes

LUNCH SUPPORT

Lunch Support will be held at the elementary school and will be assigned minor infractions by school staff or the principal. Students assigned to lunch support will have an opportunity to reflect and develop a plan on how to make positive choices in the future.

CORPORAL PUNISHMENT

Cedarville Elementary School utilizes corporal punishment as a consequence for a severe infraction or for repeated infractions.

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

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another licensed staff member employed by the District.

IN-SCHOOL SUSPENSION

In-School Suspension (ISS) is designed to minimize the need for out-of-school suspensions. It is intended to provide constructive and positive learning experiences for students who have violated the student discipline policies and, therefore, have been assigned ISS as part of a disciplinary process. During the students’ time in ISS, teachers send the assignments to the ISS room and students are allowed to make up all class work. Assignments sent to ISS are relevant, rigorous, and correlate to the work in class. In addition to working on school assignments, students may engage in learning activities that focus on identifying poor decisions and their consequences, as well as emphasizing the need to take responsibility for personal action and behavior. Any student assigned to ISS cannot attend or participate in any school or district sponsored activity or activities during their assigned days or time in In-School Suspension.

OUT OF SCHOOL SUSPENSION

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.

Out-of-school suspension (OSS) shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

- a. Poses a physical risk to himself or herself or to others;
- b. Causes a serious disruption that cannot be addressed through other means; or
- c. Is the act of bringing a firearm on school campus.

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 given an explanation of 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 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, or person(s) standing in loco parentis. 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 mailed to the last address reflected in the records of the school district.

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

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

EXPULSION

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct:

- Deemed to be of such gravity that suspension would be inappropriate;
- Where the student's continued attendance at school would disrupt the orderly learning environment; or
- Would pose an unreasonable danger to the welfare of other students or staff.

Expulsion shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

- a. Poses a physical risk to himself or herself or to others;

- b. Causes a serious disruption that cannot be addressed through other means; or
- c. Is the act of bringing a firearm on school campus.

The Superintendent or his/her designee shall give written notice to the parents, legal guardians, persons having lawful control of the student, or 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 (no later than ten (10) days), hour, and place where the Board of Education will consider and dispose of the recommendation.

DISCIPLINARY DUE PROCESS GUIDELINES

Cedarville School District shall grant students the following rights (due process) for impermissible behavior.

1. Notice of the infraction.
2. Opportunity for student response.
3. Evidence of infraction.
4. Opportunity for student response.
5. Decision, and timely notice and an opportunity for a fair hearing.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

1. Students with a disability who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.
2. The individualized education plan (IEP) team for a student with a disability should consider whether particular discipline procedures should be adopted for that student and included in the IEP.
3. Students with a disability may be excluded from school only in emergencies and only for the duration of the emergency. In no case should a student with a disability be excluded for more than ten days in a school year.
4. After an emergency suspension is imposed on a student with a disability, an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.
5. The suspended student should be offered an alternate educational programming for the duration of the exclusion.

SEARCH, SEIZURE, AND INTERROGATIONS

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.

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.

Contact by Law Enforcement, Social Services, or by Court Order

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes against Children Division of the Department of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. 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 in response to a subpoena or arrest warrant.

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

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

SECTION 3: ACADEMICS

SCHOOL BELL SCHEDULE

- Early Drop off will begin at 7:20 am

- First bell rings at 7:55 am
- Tardy bell rings at 8:00 am
- Breakfast will begin at 7:30 am
- Car Riders dismissed at 2:55 p.m. and Bus Riders are dismissed at 3:00 p.m.

“Grab and Go” Breakfast will be served to students arriving after 7:50 am.

Parents needing to drop off between 7:00 am-7:20 am must contact the office in advance.

PLEDGE OF ALLEGIANCE/MOMENT OF SILENCE/STAR SPANGLED BANNER

The Pledge of Allegiance shall be recited and a moment of silence shall take place at the beginning of each school day. The Star Spangled Banner shall take place at least once a week. Students choosing not to participate shall not be disruptive and shall remain quiet while standing. Students choosing not to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

HOMEWORK POLICY

The Cedarville School District believes that homework is an extension of the teaching/ learning experience that promotes the student’s educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the teachers and students as purposeful. Parents and students may expect the following types of assignments:

1. Practice assignments to provide practice for a skill or concept that was recently taught and review is needed. Practice assignments should be made only after students understand the process and have had enough practice in class to do homework on the subject unaided.
2. Assignments that encourage individualized and creative learning by emphasizing student initiative and research. Such activities include projects and research papers.
3. Reading assignments based on the student’s independent reading level as determined by assessment data.

ACADEMIC DISHONESTY

Any student, digital or on-site, who is found to be cheating, copying, or claiming another person’s work to be his/her own will receive a zero for said assignment/test. Repeated violations may result in additional disciplinary action. Digital learners will be required to return to on-site learning.

GRADING

Parents/guardians will be provided log-in information for the Home Access Center (HAC) to ensure consistent monitoring of student grades and progress. Parent-teacher conferences are scheduled four times a year and participation by both the teacher and parent or guardian is required in one **(1) fall and (1) spring conference**. Additional conferences may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt through all possible communication means to conference with the parent or guardian. 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 issue interim progress reports four times a year and report cards for each nine (9) week grading period to keep parents/guardians informed of their

student's progress. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help 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.

Kindergarten-4th Grade:

A=90-100

D=60-69

B= 80-89

F=0-59

C=70-79

STUDENT PROMOTION AND RETENTION

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents/guardians shall be kept informed concerning the progress of their student. Notice of a student's possible retention shall be included with the student's grades sent home to each parent/guardian.

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

For promotion or retention:

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

1. Limited English Proficiency students who have had less than 3 years of instruction in an English language learner program;
2. Students with a disability who are not eligible for the alternate assessment and who have an individualized education program or a 504 plan that reflects the individual student:
 - a. has received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than 2 years; and
 - b. still demonstrates a need in reading proficiency or previously was retained in grades K-3.
3. Students who:
 - a. have received an intensive, evidence-based literacy intervention program aligned to the science of reading for more than 2 years;

- b. still demonstrate a need in reading proficiency and who previously were retained in either Kindergarten, 1st Grade, 2nd Grade, or 3rd Grade;
 - c. have received a special education referral and a full comprehensive evaluation; and
 - d. have not met exceptional education criteria;
4. Students who have already been retained in kindergarten, 1st Grade, 2nd Grade, or 3rd Grade;
 5. Students who can demonstrate that they are successful and independent readers and can perform at or above grade level by use of subsequent student assessments or alternative assessments;
 6. Other students with necessary, justifiable good-cause exemptions identified as appropriate by the state board, in consultation with reading experts.

If there is doubt concerning the promotion or retention of a student, 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. A 504/special education representative (if applicable); and
- d. The student's parents.

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.

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 receive an individual reading plan for each student. An individual reading plan shall include:

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

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

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

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

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

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 receive a math intervention plan. The math intervention plan may include the:

1. Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;
2. Assignment to:

- if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or
 - if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:
 - With a highly-effective rating in the Teacher Excellence and Support System, when possible; or
 - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and
3. Provision of each student with extended time on math instruction during or after school.

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

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

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

REMEDIATION/SUMMER SCHOOL

Students not reading at grade level during the regular school year shall participate in the CES reading support/Multi-Tiered Support System and/or a summer school reading program to be eligible for promotion to the next grade. Grade level performance will be defined by the state board of education.

ALTERNATIVE LEARNING ENVIRONMENT

The ALE classroom is staffed by licensed instructors and is supported by the services of a school counselor and/or mental health professional. Students placed in the program typically manifest one or more of the following characteristics: disruptive behavior, dropout from school, personal or family problems or situations, recurring absenteeism or transition to or from residential programs. In placing students in the ALE, an agreement will be developed with the parent, ALE Coordinator, ALE teacher and student outlining the responsibilities of each participant.

GIFTED PROGRAM

Students may be referred for the gifted and talented program by peers, parents, teachers, or self-nomination.

Selection Procedure

A committee of trained educators will select students who show the greatest need for special classes. The selection will be made with multiple criteria, including achievement test scores, creativity test data, grade point data, inventories, and portfolios by parents and teachers. No cut-off scores will be used to prevent a child from selection

Special Testing

Consent for special testing must be given by parents in order to complete student information files.

Program Goals

All instruction generally falls into 5 categories:

- A. Critical thinking
- B. Creative thinking
- C. Communications
- D. Independent study and research skills
- E. Affective development

Removal from Program

Parents may ask that students be removed from the gifted program at any time, provided that a written cause is given.

STUDENT ACCELERATION

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

The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request. The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing, to the District's GT Coordinator.

LIBRARY BOOKS

Students may check out school library books. A reasonable replacement cost will be charged for lost or damaged books.

SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

Selection Criteria

The criteria used in the selection of media center materials shall be that the materials:

1. Support and enhance the curricular and educational goals of the district;
2. Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature;
3. Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
4. Help develop critical thinking skills;
5. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
6. Have literary merit as perceived by the educational community; and
7. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three years.

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

Challenges:

The parent of a student affected by a media selection, a District employee, or any other resident of the district may formally challenge the appropriateness of a media center selection by following

the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the Request for Formal Reconsideration Form and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) Licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the Request for Formal Reconsideration Form submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the materials submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

TEXTBOOKS

Consumable books and resources are furnished to students at no charge. All instructional materials used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student. Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the building principal.

CHROME BOOK

The following is the ChromeBook usage procedure:

1. Students in K-4th grade will be assigned a Chromebook or Chrome Tablet that he/ she will use in classes along with direct instruction from the teacher. Some electronic textbooks and learning-based websites will be accessible for your child.
2. If the Chrome Book is lost, it will not be replaced until full payment is made.
3. The ChromeBook has normal warranty coverage for hardware and software failure. If this occurs the device will be replaced or repaired free of charge. Do not remove any stickers or tags from the bottom of the device. This could result in the warranty being voided.
4. If intentional damage is done to the ChromeBook, the use of the device may be revoked. Damage such as broken screens, missing keyboard keys, or other obvious misuse is the responsibility of the student.
5. The Chrome Book is the property of the district and must remain with the district if the student leaves the district.
6. The Chrome Book is the only device allowed in use in the classroom unless given specific permission from the teacher.
7. The district management system provides internet filtering service through GO GUARDIAN that functions wherever the device connects to the internet.
8. There is not an expectation of privacy for school issued equipment. All school policies must be adhered to regarding Internet and Electronic Device Use; inappropriate use will be dealt with accordingly.
9. Periodic inspections of ChromeBooks will occur.
10. These procedures may be modified to meet the needs of our students and school community.

END OF YEAR AWARD CEREMONIES

Students will be recognized for the following achievements made throughout the entire year at the end of year award ceremonies. Parents of students in grades 1-3 will be notified by Dojo and/or letter if their child is receiving an award prior to the ceremony.

All A Honor Roll: All A's

A/B Honor Roll: A's & B's (No C's and must have at least one A)

Honor Roll: Must have at least 1 A with no more than one C; other grades may be B's

Perfect Attendance: No absences, tardies or early checkouts

Outstanding Attendance: No more than 3 absences, tardies or early checkouts

Accelerated Reader: Must meet assigned AR goal each 9 weeks

Special Activity Class Awards (1 per class): Must consistently demonstrate PRIDE expectations, achievement, strong work ethic, growth mindset, leadership & creativity

- Physical Education
- Computer Lab
- Music
- Art
- Garden

Subject Awards (K-4th Grade; 1 per subject area from each class, unless tied): Based on highest grade

- Literacy/Language Arts
- Math
- Science
- Social Studies

Most Improved (K-4th Grade; 1 per subject area from each class, unless tied):

Based on grade improvement, based on percentage growth, from the 1st 9 weeks to the 4th 9 weeks

- Literacy/Language Arts (a combination of writing, reading, and spelling)
- Grades 3-4: Language Arts
- Grades 3-4: Reading
- Grades 3-4: Spelling
- Math

Kindergarten: All kindergarten students meeting promotion requirements will receive a completion diploma.

4th Grade: All 4th grade students meeting promotion requirements will receive a promotion certificate.

Pirate Pride (4th Grade ONLY): All 4th grade students who have been continuously enrolled and completed kindergarten through 4th grade at CES will receive this award.

SECTION 4: HEALTH AND WELLNESS

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 Arkansas Department of Education (ADE), but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness Committee

The committee shall be made up of various stakeholders including, but not limited to, parents, staff, students, community members, and other professional 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 and goals. The committee will meet at least quarterly. Meeting dates for the committee will be placed on the District's calendar.

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 or provided free of charge to students on school campus during the school day by school staff, 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, school fundraisers.

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. The District does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

FOOD SERVICES

Free breakfast and lunch are available to all Cedarville students. Parents are welcome to have lunch with their child at school. A designated table is reserved for parents eating with their child. Please do not invite other students to eat at the designated table. Food brought to school by parents can only be for their child and may not be shared with other students. Any questions or comments regarding food service issues may be directed to the Cedarville School District Food Service Director.

School Meal Modifications

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition, Mrs. Sherry Dyer, a medical statement completed by a State licensed healthcare professional, which includes Physicians, Nurse Practitioners, Physician Assistants, and Dentists.

The medical statement should include:

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

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

The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

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

PHYSICAL FITNESS

Every child has an opportunity, and is expected to participate in our physical fitness program (A.C.A. 6-16-132). This program is a regular part of our school curriculum and is required unless a written statement is received from your family doctor.

PHYSICAL EXAMINATIONS OR SCREENINGS

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

STUDENT ILLNESS

When your child shows symptoms of illness, please keep him/her at home. If your child has a fever of 100 degrees or higher, your child should be kept at home until they have been fever free for at least 24 hours. If your child has diarrhea or is vomiting due to an illness, your child should be kept at home until your child is symptom free for at least 24 hours. This will not only benefit your child, but will prevent unnecessary exposure of other children.

SICK STUDENT POLICY

If a student becomes too ill to remain in class and/or could be contagious to other students, the school nurse or designee will attempt to notify the student's parent or legal guardian. The student will remain in the nurse's office until the parent/legal guardian can check the student out of school. It is the responsibility to the parent/legal guardian to pick up or make arrangements for the student to be picked up within a timely manner. If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. **Parents are required to keep this information up to date.**

STUDENT MEDICATION POLICY

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.

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 the medication(s).

Medications, 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). Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

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

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

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

COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant *Staphylococcus aureus*), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease

for which the student is not vaccinated. The student may not return to school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up as soon as possible. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

RIGHT TO PRIVACY

The school shall respect the child/individual's right to privacy and need for confidentiality. Therefore, the knowledge that a student/individual has an infectious/communicable disease will be confined to those with a direct need to know (e.g., principal, school nurse, teacher, and selected administrative personnel) as deemed appropriate by the advisory committee. These persons will be provided pertinent information concerning any needed precautions and will be made aware of confidentiality requirements.

CHILD ABUSE AND NEGLECT

It shall be the policy of the Cedarville School District to comply with all rules, regulations and laws of the State of Arkansas in reporting child abuse and neglect.

The following procedure will be used in reporting abuse:

Any person with reasonable cause to suspect child maltreatment or that a child has died as a result of child maltreatment, or who observes a child being subjected to conditions or circumstances that would reasonably result in child maltreatment, may immediately notify the child abuse hotline.

When any mandated reporter has reasonable cause to suspect that a child has been subjected to child maltreatment or has died as a result of child maltreatment or observes a child being subjected to conditions or circumstances that would reasonably result in child maltreatment, he or she shall immediately notify the child abuse hotline by telephone call, facsimile transmission, or online reporting. The District is responsible for making sure teachers are aware of child abuse indicators.

SECTION 5: TRANSPORTATION

CAR RIDERS

Every effort should be made to have your children at school by 7:55a.m. and pick them up at 2:55 p.m. each day. Time is valuable to our students and teachers. Students coming in late in the morning or

leaving early in the afternoon is a distraction in the classroom that we need to eliminate except in emergencies.

All cars must remain in the car line at all times. All car riders must remain in the designated pick up locations until he/she is called by the school designee to load in the car. **Students may NOT be picked up by a parent/guardian and/or designee that parks and walks up to the pick-up location.** Visible CAR SIGNS with the student's first and last name are required in all vehicles in the afternoon car rider pick up line. If the sign is forgotten or not present, the pick-up person must pull out of the car rider line, and with proper ID, sign the student out at the office.

CHANGE IN CAR RIDER TRANSPORTATION

For the safety of our students, **transportation changes must be made through the office.**

Changes made through electronic messaging apps, email, text messages, or social media will not be accepted and CES will not accept responsibility for any change made through these methods.

The following is required in order to change the transportation for any car rider:

1. Note signed by the parent/guardian with the following information:
 - a. Students name
 - b. Date(s) the change should occur
 - c. Person picking them up
2. Phone call from the parent/guardian made to the front office prior to 1:00 pm. We will not make any changes after this time. Phone calls changing a student to a bus rider will NOT be accepted. (See Below)
3. Only **ONE** change a day will be accepted.

ARKANSAS CODE

School Zone Restrictions

27-51-1609. Restrictions of telephone use in school zones:

- a) Except as provided under subsection (b) of this section, a driver of a motor vehicle shall not use a handheld wireless telephone while operating a motor vehicle when passing a school building or school zone during school hours when children are present and outside the building.
- b) A driver of a motor vehicle who is passing a school building or school zone during school hours when children are present and outside the building may use a handheld wireless telephone while operating a motor vehicle for an emergency purpose.

Public School Property Prohibitions

6- 6-21-609. Prohibition against smoking or use of tobacco or tobacco products:

Smoking or use of tobacco or products containing tobacco in any form, including e-cigarettes, in or on any property owned or leased by a public school district, including school buses, is prohibited.

SCHOOL BUS POLICY

BUS RIDER BALLOON POLICY

As a safety precaution, students will not be able to take balloons on the school bus. If you are sending a delivery to your student and he/she rides the school bus home, please make sure you

specify “no balloons”. Balloons on the school buses can cause hindrances for the drivers, and your child’s safety is of utmost importance.

Bus Rider Information

Bus transportation is offered as a convenience to our students and their families and is **NOT** a requirement. Only students and school employees are allowed to ride the bus without special permission of the Principal or Director of Transportation. Bus-riding is a school activity, and students are subject to all school rules of behavior while waiting on, riding, or leaving the buses at any time including, but not limited to, to/from school, field trips or special activities.

Parents should reinforce our efforts to provide safe transportation by supervising their children before and after the bus arrives at the bus stop. However, while students are under the supervision of the bus driver, parents may not interfere with the driver's duties. Drivers shall correct misconduct on the bus and report it to school principals and police, when appropriate. Bus misconduct by breaking any law, any school rule, or any of the rules listed below may result in temporary or permanent loss of bus-riding privileges.

Efforts will be made to pick up and drop off students a reasonable distance from their residences and accommodate students; however, the director of transportation is under no obligation to establish bus stops at locations specified by students or parents.

Entering and Exiting the Bus

1. Arrive at the bus stop five (5) minutes before the bus is due. Dress appropriately for the weather. You may have to wait in the rain or cold.
2. Wait for the bus in a safe place; stand ten (10) feet back from the roadway and wait until the bus comes to a complete stop before approaching.
3. If you must cross the street, walk away from the bus and forward about twelve (12) feet until you can see the driver's face. Cross only after the driver motions for you to cross, and check traffic as you cross the street. Never cross behind the bus.
5. Form a single line and enter the bus in an orderly manner (no pushing or shoving).
6. When entering or exiting the bus, always use the handrail.
7. Carry belongings in a backpack or book bag and if something falls under or around the bus, tell the driver. NEVER TRY TO PICK IT UP YOURSELF!

While on the Bus

1. All rules for the classroom apply to the bus. No loud talking or yelling permitted.
2. Always cooperate with the bus driver and other school officials.
3. Remain seated and face forward at all times; do not change seats, and keep feet out of the aisle. Bus seats are designed to protect you in an accident and can only do so if you are sitting properly.
4. Throwing objects on or off the bus is strictly prohibited. Students and their parents may be held responsible for damage to the bus or property outside the bus. Vandalism, including writing on seats, will not be tolerated.
5. Harmful items, such as drugs, tobacco, alcohol, knives, weapons, etc. are strictly prohibited.
6. Profane language or gestures are not tolerated.

7. Help keep the bus clean.
8. Keep all parts of your body inside the bus at all times.
9. Eating and drinking are prohibited.
10. Only items that can safely be held in your lap or stored under the seat will be permitted on the bus.
11. Remain absolutely quiet when the bus is approaching and stopped at railroad crossings.
12. Sports Equipment must be in a bag.

Emergencies

In the event of an emergency on the school bus, students must always cooperate with the bus driver. Students should remember to remain calm and be quiet so they can hear the driver's instructions. This is especially critical if it becomes necessary to evacuate the bus due to an immediate hazardous condition.

Changes in Bus Transportation

The primary purpose of Cedarville Public Schools Transportation Department is transporting eligible students to and from home. Therefore, students are expected to ride their assigned bus each day to and from school and get on and off at their assigned bus stop. In special circumstances, it may be possible for a student to obtain a bus pass to ride a different bus. **Bus passes MUST be obtained from the school office.** Notes to the Bus Driver are not acceptable in lieu of passes. The following information is required in writing and signed by the parent/guardian for a bus pass:

1. Student's name
2. Date(s) the change should occur
3. Address of where the student is being dropped off

Bus changes will not be accepted over the phone, through email, through social media or through electronic messaging apps. CES will NOT accept responsibility for any changes attempted through these means.

Bus Discipline

Disciplinary offenses that are determined to be severe by the school district administration will lead to immediate loss of bus-riding privileges. An incident on a bus deemed severe may also result in a student being suspended from school. For less than severe offenses, the following consequences may result from violations of the rules:

- 1st Report --Warning and conference with student
- 2nd Report—Phone conference with parent/legal guardian
- 3rd Report—One (1) to Three (3) day suspension from the bus
- 4th Report--- Five (5) or more day suspension from the bus
- 5th Report --Ten (10) or more day suspension from all a.m. and p.m. buses with a warning to student and parent that any further offense will result in revocation of bus privileges for the remainder of the school year.
- 6th Report-- Loss of bus privileges for the remainder of the school year

*The above consequences are at the discretion of the principal and are subject to change at any time.

IT IS A PRIVILEGE, NOT A RIGHT, TO RIDE A SCHOOL BUS.

STATE LAWS

Act 728 of 1977 of the State Legislature makes it illegal to smoke on school buses. The penalty for violating this law is a fine ranging from \$10.00 to \$100.00.

Act 814 of 1977 makes it unlawful to threaten, curse, or use abusive language to a school bus driver in the presence of students in this State. Any person who violates this Act will be guilty of a misdemeanor, and upon conviction, will be punished by a fine of no less than \$25.00 nor more than \$100.00.

Act 247 of 2005 restricts entry of a school bus by anyone over 18 who enters a school bus with criminal intent, disrupts the driver, or refuses to leave and is a Class B misdemeanor. Warning signs will be posted next school bus entrances.

27-51-1004 or 27-15-1005 (violation of passing a school bus) The bus driver shall report the license plate number, issuing state if different than Arkansas, and a brief description of the vehicle to the superintendent and the superintendent shall provide the information to the local prosecuting attorney (Act 718 of 2007). Any person who violates the provisions of this section shall be guilty of a misdemeanor and upon conviction shall be punished by a fine not less than twenty-five dollars (\$25.00) nor more than one hundred dollars (\$100.00)

SECTION 6: SAFETY

EMERGENCY DRILLS

All schools in the District shall conduct emergency drills throughout the school year. Drills may be conducted during the instructional day or during non-instructional time periods. Fire drills shall be conducted monthly. Tornado drills shall also be conducted no fewer than three (3) times per year. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement

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.

Parents/guardians will be notified prior to an active shooter drill, if students are present.

EMERGENCY CLOSING OF SCHOOL

The superintendent will notify the local TV stations as soon as possible. Alerts will appear on the District website and automated calling system. CES will also notify parents through the electronic messaging app and the CES Facebook page.

CONTACT WITH STUDENTS WHILE AT SCHOOL/VISITOR'S PASS

All campus doors remain locked during school hours and visitors must request access into the building. If access is granted, visitors **MUST REPORT DIRECTLY TO THE OFFICE. All visitors must have their driver's license available in order to gain a visitor's pass.** Side doors will NOT be opened for visitors or students at other campuses at any time, this includes after school. All visitors must be listed on the student visitor/check out sheet located in the office to visit with a student or to check a student out. This is for the safety of our children and faculty.

CONTACT BY PARENTS

Parents wishing to speak to their children during the school day shall register first with the office. Please be advised that learning is taking place at all times and interruptions for one child can disrupt the learning process for all students. Please handle minor issues before or after school. Important messages can be left in the office and will be given to your child during a transition period. Interruptions will only occur if the issue is considered an emergency. This will be at the discretion of administration.

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation may eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply.

Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation. 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.

SEX OFFENDERS ON CAMPUS (MEGAN'S LAW)

The Cedarville School District shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals to provide information concerning registered sex offenders. Law enforcement officials use a rating system to determine the District staff needing to be notified, which is according to the sex offender's dangerousness to the community.

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity that is appropriate for a parent, ~~or~~ guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances:

1. The offender is a student attending school in the district;
2. To attend a graduation or baccalaureate ceremony;
3. It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;
4. The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
5. The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference and the offender is escorted to and from the conference by a designated school official or employee.

A Level 3 sex offender may attend a school sponsored event for which an admission fee is charged or tickets are sold or distributed if the sex offender:

1. Is the parent or guardian of or is related by blood or marriage within the fourth (4th) degree of consanguinity to a student enrolled in the public school; and
2. Notifies the administration of the school in writing at least twenty-four (24) hours before the start of the event that he or she will be attending the event.

A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities,

vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel. The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy. The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time after they were created.

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

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data 90 compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

SECTION 7: PARENT/COMMUNITY INVOLVEMENT

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, chaperone field trips and assist at school events. Volunteers must be 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. Volunteers, responsible for a group of students, must be a member of CES PTO and have a clear background check.

Background Checks for Volunteers

A clear background check is defined as 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; and the potential school volunteer's name was not found on the Child Abuse Central Registry.

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 five (5) 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 provided for in this policy.

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.

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.

Volunteers will be made aware that the Arkansas Department of Human Services (DHS) considers volunteers for school districts to be mandated reporters of child maltreatment and will receive training on the responsibilities of a mandated reporter.

PARENT AND FAMILY ENGAGEMENT (PAFE)

Cedarville Elementary 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, The Cedarville Elementary School PAFE (parent and family engagement) plan is jointly created, implemented, and reviewed annually by a diverse group of stakeholders to ensure that parents, families, and the community are involved in the development and improvement of Title I programs for the school. The full plan can be found at https://www.cedarvilleschools.org/130317_2 or a paper copy of the full plan is available through request through Mrs. Twyla Ledesma, the designated Parent and Family Engagement Coordinator for Cedarville Elementary School.

A parent-friendly PAFE one-pager that includes information about all opportunities for parents to engage in and support the education of their students. The parent friendly PAFE plan will be shared in our handbook, on our website, and on our CES Facebook page.

Cedarville Elementary School will provide support to parents in responsible parenting and in helping their students' academic success by way of our school website, as well as a variety of opportunities to learn alongside their children.

The goals of the PAFE plan are to support student literacy through engagement with families and the community; improve the implementation of technology to communicate with families; and ensure equitable education decisions through collaboration with CES PTO.

Annually, the school will issue a School-Parent Compact in compliance with Title I. The Annual Title meeting will be held annually in the fall with the purpose of disseminating information to parents about the requirements of Title I schools and the rights of parents whose children attend Title I schools.

The school will collaborate with local businesses to provide trainings at each family engagement night for parents.

Cedarville Elementary School will provide support to parents in responsible parenting and in helping their students' academic success by way of our school website, as well as a variety of opportunities to learn alongside their children.

Cedarville Elementary School will distribute a PAFE packet at open house that includes

- ✓ *A description of the Parent and Family Engagement plan
- ✓ *Recommended roles
- ✓ *Ways for a family to get involved in a variety of roles
- ✓ *A survey regarding volunteer interests
- ✓ *A schedule of activities planned throughout the school year
- ✓ *Regular, two-way, and meaningful system for parents/teachers to communicate
- ✓ *Morning and evening meetings regularly to assure the attendance for all parents

Parent/Teacher Conferences will be held four (4) times, one (1) per quarter to review all students' progress through classwork as well as ~~MAP growth scores~~, state assessment scores, behavior data, common formative assessment data and summative assessment scores. It is required for a parent/legal guardian to attend at least one (1) Parent/ Teacher Conference a semester. Your child's teacher will send home information about scheduling an appointment prior to Parent/Teacher Conferences.

Parents have access to additional communication with teachers and administration via email, telephone, text, and Facebook messages on the school Facebook page.

COMMUNICATION WITH TEACHERS, FACULTY, AND ADMINISTRATORS

Communication with parents and the community is a top priority at CES. Various methods of communication are utilized at CES, including but not limited to, monthly newsletters, electronic messaging app, the school website, the school Facebook page, email, phone calls, and home visits. If a parent chooses to call a faculty member, a message will be taken by an office staff member, and given to the teacher. The teacher will respond to the message during a time when students are not present, including after school hours. All conferences and meetings with any faculty member **MUST** be scheduled in advance. All faculty members, including teachers and administrators, have a very busy schedule during the school day that does not allow for pop-in visits or unscheduled meetings.

Although Facebook is utilized as a way for the school to communicate with parents, CES faculty adheres to a strict social media policy, which may not allow a faculty member to respond to comments or questions posted on social media. Parents are encouraged to ask questions directly to the faculty member rather than through social media. Parents are also encouraged to be a positive role model by demonstrating respectful and responsible behaviors when communicating about CES through social media.

Throughout the school year, situations may arise which cause concern for parents, teachers, students, or community members. The process described below is structured to promote resolving situations quickly to the satisfaction of all parties involved. This process also encourages those people closest to the situation to examine and develop solutions to concerns. A positive resolution of these situations enhances communication, builds trust between members of the school community, and benefits the educational program for the students. These are the steps designed to resolve problem situations quickly and satisfactorily. Please use these steps if you have a concern:

Step 1 – Contact the appropriate staff member: The first step in resolving a concern is to discuss it with the staff member(s) involved. More than 95% of all issues can be resolved quickly through this step.

Step 2 – Contact the principal: If Step 1 does not resolve the concern, you may schedule a meeting to discuss it with the principal. The principal can share school information, explain policies, guidelines and procedures; and is open and willing to listen to your concerns.

Step 3 – Contact the district superintendent: If the previous steps have been unsuccessful, contact the superintendent. We sincerely hope that we can work together to solve problems as they arise. Please know we believe clear, open, honest, and two-way communication is the key to preventing problems, miscommunication, misinterpretations, or other concerns.

NON-NUTRITIONAL SNACK DAYS

The state allows 9 non-nutritional snack days per year. On these specified days, students may bring unopened, store bought snacks. Non-nutritional Snack days are listed on the CES year at a glance calendar. The calendar is attached to this handbook. Parents/guardians may also request the calendar through their child's teacher or the elementary office.

BIRTHDAY INFORMATION

Birthday party invitations may be distributed only if every student OR all boys OR all girls in the class receives one. Invitations should be put in a Ziploc bag and brought to the teacher for distribution through student folders and should not be handed out by the student at breakfast, lunch, recess, or in the classroom.

Your child's birthday party is special to us and we will recognize his/her special day through the morning announcements. Birthday treats are not allowed to protect instructional time and adhere to food guidelines.

SOLICITATIONS

No solicitations of funds or drives may be conducted at the school, in the name of the school, for the school and/or students without the approval of the principal or superintendent. This includes, but not limited to, outside marketing/sales, fundraisers, sponsorships, candy sales and raffle tickets.

FUND RAISING

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

Neither CES nor the District shall be liable for any contract between clubs or organizations and third parties. Fund raising in the elementary school or for the elementary school and/or students may only be done by the school or a school sponsored organization. Door to door fundraising activities are generally discouraged.

Student participation in any fund raising activity shall be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate and not influence or affect the student's grade.

EQUAL EDUCATIONAL OPPORTUNITY

In keeping with the guidelines on Title VI, Section 601, Civil Rights Act of 1964, Title IX, Section 901, Ed. Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, Cedarville School District assures that no person in the United States shall on the basis of race, color, national origin, sex, sexual orientation, gender identity, age or disability be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Any person having inquiries concerning compliance with Title VI or Title IX shall contact Dr. Kerry Schneider, section 504 and IDEA shall contact Ms. DeAnna Skaggs. For further information on notice of non-discrimination or to file a complaint, visit <http://wdcrobcolp01.ed.gov/DFAPPS/OCR/contactus.cfm>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 is a federal law that prohibits discrimination against individuals with a disability in any program receiving federal assistance. The Act defines a person with a disability as anyone who:

1. has a mental or physical impairment which substantially limits one or more major life activities (major life activities include activities such as caring for one's self, performing manual tasks, walking, seeing, hearing, speaking, breathing, learning and working);
2. has a record of such impairment

The Cedarville School District recognizes its responsibility to avoid discrimination in policies and practices regarding its personnel, students and their parents. No discrimination against any person solely due to his/her disability will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child has a current disability and is determined to be eligible under Section 504, to afford access to appropriate educational programs.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer. If there are any questions, please feel free to contact Ms. DeAnna Skaggs, District 504 Coordinator.

Cedarville School District

Dr. Kerry Schneider, SUPERINTENDENT

9500 Pirates Point
Cedarville, Arkansas 72932
Telephone: (474)474-7220

E-mail: kschneider@cedarvilleschools.org

Dear Parent or Guardian:

Our school, Cedarville Elementary School, receives federal funds for Title I, Part A programs. Throughout the school year, we will be providing you with important information about this law as it relates to your child's education. This letter lets you know about your right to request information regarding the professional qualifications of the classroom staff working with your child. Our district or school will be able to provide you with the following information regarding the qualifications of your child's teacher(s):

1. Whether the teacher meets the state qualifications and licensing criteria for the grades and subjects he or she teaches.
2. Whether the teacher is teaching under emergency or provisional status because of special circumstances.
3. Whether the teacher has any advanced degrees and the field of discipline of the teacher's certification or degree.

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

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

1. Whether the paraprofessional has completed at least two years of study at an institution of higher education.
2. Whether the paraprofessional has completed an associate's degree (or higher).
3. Whether the paraprofessional has met a rigorous standard of quality through our state's certification procedure for determining the quality of paraprofessional staff.
4. Whether the paraprofessional has: (a) the knowledge of and ability to assist in instructing reading, writing, and mathematics or (b) the knowledge of and the ability to assist in learning activities, such as homework, reading readiness, writing, mathematics, and other support as appropriate.

To request this information please contact your child's school by phone at 479-474-5073 or by e-mail at tledesma@cedarvilleschools.org. Should you have any other questions, please feel free to contact us at pmurphy@cedarvilleschools.org.

Sincerely,

Pattie Murphy
Title I Coordinator

Cedarville Elementary School
9335 Armer Lane
Cedarville, Arkansas 72932
479-474-5073

June 28, 2021

Dear Parents/Guardians:

CES hosts numerous events and we know some parents like to take photos/videos of the events. As you know we have a policy in place with regards to the taking, making, and use of images and you have previously signed a consent form stating whether or not your child could be photographed/videoed through Cedarville School District.

If you wish to take photos/videos **OF YOUR CHILD** at events, there is a strong possibility that other children will also be included in the photos/videos.

At CES, we are happy for parents to take photos/videos of their OWN CHILD during school events for personal use; however, we request that any image/video containing another student is not distributed or posted on social media without prior permission from the parents of the other student in the photograph/video. In addition, before any photos/videos are taken of another student, the teacher/faculty member present must be notified that permission has been granted from parents of the other student. We also request that your taking photos/videos does not interfere with the event or schedule.

Through technology, especially social media, we are easily able to connect and share with others. While this can be very useful to all of us, we must protect and safeguard all students and staff, including those who do not want to have their images stored online.

Please be aware that parents are not permitted to take photographs/videos for anything other than their personal use.

- Once posted and shared online any image or video can be copied and will stay online forever.
- Some children are at risk and MUST NOT have their image put online. Not all members of the community will know who these children are.
- Some people do not want their images online for personal or religious reasons.
- Some children and staff may have a complex family background which means that sharing their image online can have unforeseen consequences.

Therefore, in order to keep all members of the school safe, we must all “Think before We Post” online.

Thank you,

Dr. Rebecca Cook
Principal

SECTION 8: FORMS TO RETURN TO SCHOOL

DOCUMENTATION OR RECEIPT OF DISCIPLINE, HOMEWORK, PARENT & FAMILY ENGAGEMENT (PAFE), & ATTENDANCE POLICIES (2024-25 School Year)

Act 104 of 1983 Special Session states that student discipline policies are to be provided to parents and students so that they are advised of the rules and regulations by which the school is governed and made aware of the behavior that will call for disciplinary action and the types of corrective actions that may be imposed.

In accordance with Act 104, the Cedarville School District requires parents and students of Cedarville Schools to receive a handbook and to provide documentation of receipt of the same. Please note: Objection to Publication of Directory Information form may be obtained in main offices.

The following signatures indicate that my child and I have read and understand the discipline rules, homework policies, attendance policies, and Parent and Family Engagement (PAFE) plan for Cedarville Elementary School. My signature is also acknowledgement of my receipt of the family-friendly version of the CES Parent and Family Engagement plan, as well as the instructions for locating the full plan

Student Signature _____ Grade _____

Parent/Guardian Signature _____ Date _____

PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

I hereby grant permission to the Cedarville School District to display the photograph or video clip of me/my student on the website, closed social media, public social media, the yearbook, including any page on the site, or in other District publications without further notice. I also grant the Cedarville School District the right to edit the photograph or video clip at its discretion. The student's name may be used in conjunction with the photograph or video clip.

It is understood, however, that once the photograph or video clip is displayed on a web site or social media, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District's website.

If you do not wish to have your child's photo/video published in/on the above mentioned publications/social media, please see your school office for a Do Not Publish Form.

Name of student (Printed)

Signature of parent (required if student is under 18)

Date _____

CEDARVILLE SCHOOL DISTRICT
STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT

Student's Name (Please Print) _____ Grade Level _____

School _____ Date _____

The Cedarville School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the Student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.
2. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal and state laws and regulations and any State laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student's school or class, whether those rules are written or oral.
3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action. [Note: A.C.A. § 6-21-107 requires the district to have "...provisions for administration of punishment of students for violations of the policy with stiffer penalties for repeat offenders, and the same shall be incorporated into the district's written student discipline policy." You may choose to tailor your punishments to be appropriate to the school's grade levels.]
4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:
 - . Using the Internet for other than educational purposes;
 - A. Gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
 - B. Using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 - C. Making unauthorized copies of computer software;
 - D. Accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
 - E. Using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
 - F. Posting anonymous messages on the system;
 - G. Using encryption software;
 - H. Wasteful use of limited resources provided by the school including paper;
 - I. Causing congestion of the network through lengthy downloads of files;
 - J. Vandalizing data of another user;
 - K. Obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 - L. Gaining or attempting to gain unauthorized access to resources or files;
 - M. Identifying oneself with another person's name or password or using an account or password of another

- user without proper authorization;
- N. Invading the privacy of individuals;
 - O. Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, address, and phone number.
 - P. Using the network for financial or commercial gain without district permission;
 - Q. Theft or vandalism of data, equipment, or intellectual property;
 - R. Attempting to gain access or gaining access to student records, grades, or files;
 - S. Introducing a virus to, or otherwise improperly tampering with the system;
 - T. Degrading or disrupting equipment or system performance;
 - U. Creating a web page or associating a web page with the school or school district without proper authorization;
 - V. Providing access to the District's Internet Access to unauthorized individuals;
 - W. Failing to obey school or classroom Internet use rules; or
 - X. Taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.; or
 - Y. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.

6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to email, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____ Date _____

Parent/Legal Guardian Signature: _____ Date _____



Cedarville
ELEMENTARY SCHOOL



PRINCIPAL: TEACHER: PARENT: STUDENT COMPACT 2023-24

Cedarville Elementary School and the parents of the students participating in activities, services, and programs funded by Title 1, of the Elementary and Secondary Education Act (ESEA) agree that this compact outlines how the entire school staff, parents, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and cultivate a partnership that will help children achieve Arkansas's high standards.

As staff at Cedarville Elementary, we agree to provide high quality curriculum and instruction for every student. We also agree to maintain a safe, supportive, and effective learning environment. Administration and staff will:

- *Treat each child with dignity and respect.
- *Provide a positive and healthy learning environment for each student.
- *Acknowledge that parents are vital to the success of this school and its' students.
- *Provide a mutually respectful relationship between all parties (students, parents, teachers, and volunteers).
- *Provide on going two-way communication between teachers and parents through bi-annual parent/teacher conferences and frequent reports to parents.
- *Reasonable access to staff will be provided by way of: scheduled meetings at teacher planning times, by phone, email, notes to/from school, DOJO, Home Access Center and any other means needed.

Principal Signature

Classroom Teacher Signature

As a parent, I understand that participation in my child's education helps their achievement and attitude; therefore, I will support my child's learning in the following ways:

- *Ensure that my child attends school regularly, on time and well rested.
- *Keep all contact information current, updated and on file with the elementary office at all times.
- *Expect my child to show respect for school personnel, classmates, and school property.
- *Encourage my child to follow the rules and expectations of the school.
- *Promote reading activities by both listening to my child read as well as reading to/with them.
- *Monitor assignments and homework completion by checking my child's folder nightly.
- *Check Home Access Center / DOJO regularly and communicate with teachers if problems arise.
- *Attend parent/teacher conferences and participate in discussions relating to the education of my child through a mutually respectful relationship with school staff.

As a student, I will share the responsibility to have a successful year by doing the following:

- *Come to school on time, every day.
- *Practice good behavior at school by following the rules.
- *Be respectful to all staff at school, to students around me and to school property.
- *Complete any work that needs to be done at home and return it to school in my daily folder.
- *Read every night.
- *Ask for help when I am not sure about a lesson or an assignment.
- *Make good choices, like: pay attention in class, stay on task, work hard and do my best.

Student Signature

Parent Signature

Sailing Toward Success. Every Pirate. Every Day.

Custody Law Notification

Custody disputes must be handled by the courts. By law, if parents are legally separated or divorced, each parent has equal rights to the custody of the children, UNLESS one of them has a signed court order that indicates otherwise. The school has no legal right to refuse biological parent's access to their children and/or school records.

If a parent has a signed, current court order limiting the other parent or any other person from access to their children and/or school records, the school MUST have a copy of the court order on file. If a copy is not on file, the school is required by law to release children to their parents with proper photo identification. Situations that put the welfare of students in question will be handled at the discretion of the Principal/Designee. In situations that become a disruption to the school or staff, the Cedarville Police Department will be contacted and requested to intervene.

Parents are asked to make every effort to not involve school in custody matters. Please have current information on file for your children.

I have read and understand the above statement.

Student Name: _____ Grade: _____

Parent/Guardian Name: _____ Date: _____

Parent/Guardian Signature: _____

CEDARVILLE SCHOOL DISTRICT



HOUSING INFORMATION FORM

Your answers will help determine if the student meets eligibility requirements for services under the McKinney-Vento Act.

List all children in your family birth through age 21.

Name of Child	School	Age	Grade	Date of Birth

Parent/Guardian _____

Address _____

City _____ Zip Code _____

Is this address Temporary or Permanent? (Circle one) YES NO

Please choose which of the following situations the student currently resides in:

- ☐ House or apartment with parent or guardian
- ☐ Motel, car, or campsite
- ☐ Shelter or other temporary housing
- ☐ With friends or family members (other than or in addition to parent/guardian)

If you are living in shared housing, please check all of the following reasons that apply:

- ☐ Loss of housing
- ☐ Economic situation
- ☐ Temporarily waiting for house or apartment
- ☐ Provide care for a family member
- ☐ Living with boyfriend/girlfriend
- ☐ Loss of employment
- ☐ Parent/Guardian is deployed
- ☐ Other (Please explain)

Are you a student under the age of 18 and living apart from your parents or guardians?

Yes No

Housing and Educational Rights

Students without fixed, regular, and adequate nighttime residences have the following rights:

- 1) Immediate enrollment in the school they last attended or the local school where they are currently staying even if they do not have all of the documents normally required at the time of enrollment without fear of being separated or treated differently due to their housing situations;
- 2) Transportation to the school of origin for the regular school day;
- 3) Access to free meals, Title I and other educational programs, and transportation to extra-curricular activities to the same extent that it is offered to other students.

Any questions about these rights can be directed to the local McKinney-Vento liaison at 479-474-5847 or the State Coordinator at 501-683-5428.

By signing below, I acknowledge that I have received and understand the above rights.

Signature of Parent/Guardian/Unattached Youth

Date

Signature of McKinney-Vento Liaison

Date

Cedarville Elementary School Local Field Trip Permission Form

From time to time, we take our students on field trips within the community. Examples include trips to the city park, the senior center, the bank, local businesses, and the library. Parents are always notified prior to the field trip through the class newsletter, DoJo, and/or the school newsletter; however, we need permission for your child to be away from school. This form only gives us permission for trips within the community. Any field trip that requires students to go out of Cedarville will have a separate permission slip. This permission slip is only good for the current school year.

By filling out the bottom portion, I give my permission for my child to leave school with his/her teacher for field trips within the community.

Student Name: _____

Teacher: _____ Grade: _____

Parent Name: _____

Phone: _____





Cedarville

ELEMENTARY SCHOOL

2024-25 CALENDAR

(Dates are tentative and are subject to change at any time)

August

August 8: Open House 5:00-7:00 pm
August 12: First Day of School
August 23: Fall Pictures

September

September 2: Labor Day, No School
September 6: First Friday Assembly
September 9: Boy Scouts Registration 5:30-7 pm
September 13: Homecoming
September 17: P/T Conferences
September 27: Non-Nutritional Day; Celebrate Freedom Day

October

October 4: First Friday Assembly
October 11: SAIL Assembly
October 14: Fall Break; No School
October 18: Picture Retakes
October 21-25: National Bus Safety Week
October 22: 50th Day of School
October 28-31: Red Ribbon Week
October 31: Non-Nutritional Day

November

November 1: Pioneer Day; First Friday Assembly
November: Veterans Day Celebration
November 19: P/T Conferences
November 22: Non-Nutritional Day
November 25-29: Thanksgiving Break

December

December 6: First Friday Assembly
December 10: Spelling Bee
December 19: Non-Nutritional Day; "A Little Golden Christmas" Stations (PARENTS ARE INVITED!); SAIL Assembly
December 35-January 3: Christmas Break

January

*School Board Recognition Month
January 6: Return from Christmas Break
January 10: First Friday Assembly
January 20: Martin Luther King, Jr Day; No School
January 22: 100th Day of School; Non-Nutritional Day

January 30: K Cap/Gown & Class Pictures

February

February 3-7: National School Counselor Appreciation Week
February 13: Non-Nutritional Day
February 13: P/T Conferences
February 14 & 17: No School
February 27: Spring Pictures

March

March 3-7: Dr. Seuss Week
March 7: Read Across America; First Friday Assembly; Non-Nutritional Day
March 14: SAIL Assembly
March 20: Kindergarten Registration
March 24-28: Spring Break

April

April 2: Paraprofessionals Day
April 3: Media Specialist Day
April 4: First Friday Assembly
April 17: Non-Nutritional Day
April 18 & 21: Good Friday; No School
April 23: Secretaries Day
April 29: P/T Conferences

May

May: ATLAS Testing
May 2: Lunch Hero Day; First Friday Assembly
May 5-9: Teacher Appreciation Week
May 7: School Nurse Appreciation Day
May 16: Field Day; HS Graduation
May 19: AR Rewards Field Trip* (Tentative Date)
May 20: Talent Show/Fun Day; Non-Nutritional Day
May 20: Kindergarten Graduation @ 6 pm
May 21: 1-4 Awards & SAIL Assembly
May 22: Kindergarten Academy
May 23: Last Day of School

(Field trips will be scheduled around other events.)