

2018-19 Hope Public Schools

Student Handbook

ACCESSING STUDENT INFORMATION VIA eSchool APP

We have a new feature called the **eSchoolPlus Family App**. The app can be downloaded from the iPhone's App Store or the Android's Google Play Store. The app allows parents and students to view attendance, classwork, calendar events, grades, and even email teachers by tapping the teacher's name. This app also includes a Notifications option that allows parents and students to see alerts that were previously sent by email. The app uses the parent's/students **HAC** login and password.

Select Your School District

The first time you open the eSchoolPLUS Family app, you'll need to select the district. You can search for the district by name and state or by zip code but it is recommended to use the zip code to search.

To search for districts near a zip code:

1. Tap Enter Your District's Zip Code.
2. Enter the zip code.
3. Tap Search.

To search by district name:

1. Tap District Name/State.
2. Enter the district's name in District Name.
3. Select the school district's state.
4. Tap Search

Log into eSchoolPLUS Family App

The user name and password for Home Access Center and the eSchoolPLUS Family app are the same. If you do not have a user name and password, contact the school your child is enrolled.

1. Enter your Home Access Center user name.
2. Enter password.

Save your user name so you don't have to enter it next time. Use the Preferences option to turn on the Save Username setting.

Hope School District

Phone: (870)722-2723

Wm Jefferson Clinton Primary Enrollment Form

Fax: (870)722-2765

GENERAL STUDENT INFORMATION

FIRST NAME:	MIDDLE NAME:	LAST NAME:
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Birthdate: _____

Gender: Female Male

Nickname: _____

Grade: _____

SSN (Optional): _____

Hispanic/Latino Ethnicity: Yes No

RACE Please answer the following in accordance with standards issued by the US Department of Education.

PRIMARY RACE (Please select only **ONE**).

- American Indian or Alaska Native** (A person having origins in any of the original peoples of North and South America, including Central America, and who maintains tribal affiliation or community attachment)
- Asian** (A person having origins in any of the original peoples of Far East, Southeast Asia, or the Indian subcontinent, including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand and Vietnam)
- Black or African American** (A person having origins in any of the black racial groups of Africa)
- Native Hawaiian or Other Pacific Islander** (A person having origins in any of the original peoples of Hawaii, Guam, Samoa, or other Pacific Islands)
- White** (A person having origins in any of the original peoples of Europe, Middle East or North Africa)

ADDITIONAL RACES (check all that apply):

American Indian/Alaska Native
 Asian
 Black
 Native Hawaiian/Other Pacific Islander
 White

Language Spoken At Home: _____ Student Email Address: _____

Student Physical/911 Address	Student Mailing Address
Address: _____	<input type="checkbox"/> Mailing Address is same as Physical/911 Address
City: _____	Address: _____
State: _____ Zip Code: _____	City: _____
	State: _____ Zip Code: _____

Student Home Phone: _____ Student Cell Phone: _____

PARENT/GUARDIAN CONTACT INFORMATION

Parent/Guardian 1	Parent/Guardian 2
Name: _____	Name: _____
Relationship to Student: _____	Relationship to Student: _____
Language of Correspondence: _____	Language of Correspondence: _____
Mailing Address: _____	Mailing Address: _____
City: _____	City: _____
State: _____ Zip Code: _____	State: _____ Zip Code: _____
Email: _____	Email: _____
Home Phone: _____ Cell Phone: _____	Home Phone: _____ Cell Phone: _____
Work Phone: _____ *Alert Phone: _____	Work Phone: _____ *Alert Phone: _____
*Alert Phone is used by the district's automated phone message system.	*Alert Phone is used by the district's automated phone message system.
Employer: _____	Employer: _____
<input type="checkbox"/> Student Primarily Resides with this Guardian.	<input type="checkbox"/> Student Primarily Resides with this Guardian.

OFFICE USE ONLY				
Entry Date: _____	Meal ST: _____	ESL: _____	IMNG: _____	Residency: _____
Entry Code: _____	M/V Act: _____	SP: _____	GT: _____	Choice LEA: _____
Curriculum: _____	SOP: _____	MIG: _____	Homeroom: _____	P/T ADM %: _____

Parents and students are asked to sign the receipt below to acknowledge the receipt of this handbook.

Parents and students are urged to be familiar with its contents. Please return the form below to the school within one week.

Date: _____

We, the undersigned, received a copy of the HOPE PUBLIC SCHOOLS Handbook and Discipline Policies.

Student: _____

Parent/Guardian: _____

Teacher: _____

Hope School District

Teléfono: (870)722-2723

Formulario de Inscripción para "Wm Jefferson Clinton Primary"

Fax: (870)722-2765

INFORMACIÓN GENERAL DEL ESTUDIANTE

NOMBRE (FIRST NAME):	2DO NOMBRE (MIDDLE NAME):	APELLIDO PATERNO (LAST NAME):

(Birthdate) Fecha de nacimiento: _____	(Gender) Género:	(Female) Mujer _____	(Male) Hombre _____
(Nickname) Apodo: _____	(Grade) Grado: _____		
(SSN) Número de seguro social-optional: _____	(Hispanic/Latino Ethnicity) Etnicidad hispana: _____ Si _____ No		

RAZA (RACE): Por favor conteste lo siguiente de acuerdo con las normas emitidas por el Departamento de Educación de U.S.

RAZA PRINCIPAL (PRIMARY RACE) (Por favor seleccione sólo UNA)

Indio Americano o Nativo de Alaska (Una persona que tiene orígenes de cualquier gente original del Norte o Sur América, incluyendo Centro América, y los que mantienen afiliación tribal o lazo comunitario)

Asiático (Persona con origen de cualquier gente original de Medio Oriente, Asia Sureste, o del sub- continente Indio incluyendo, por ejemplo Camboya, China, India, Japón, Corea, Malasia, Pakistán, las Islas Filipinas, Tailandia, y Vietnam)

Negro o Afro Americano (Persona con origen de cualquier grupo de raza negra Africana)

Hawaiano Nativo u Otro Isleño Pacífico (Persona con origen de cualquier gente de Hawái, Guam, Samoa, u otra Isla Pacífica)

Blanco (Persona con origen de cualquier gente original de Europa, o del Medio Oriente o África del Norte)

RAZAS ADICIONALES (ADDITIONAL RACES) (marque las que correspondan):

_____ Indio Americano o Nativo de Alaska _____ Asiático _____ Negro o Afro Americano

_____ Hawaiano Nativo u Otro Isleño Pacífico _____ Blanco

(Home Language) Idioma principal hablado en casa: _____	(Student Email) Correo electrónico del estudiante: _____
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Dirección física de Estudiante (911) (Student Physical Address)	Dirección de Correspondencia del estudiante (Student Mailing Address)
(Address) Dirección: _____ (City) Ciudad: _____ (State) (Zip Code) Estado: _____ Código postal: _____	<input type="checkbox"/> Igual a la dirección física (Mailing Same As Physical Address) (Address) Dirección: _____ (City) Ciudad: _____ (State) (Zip Code) Estado: _____ Código postal: _____

Numero de la casa de estudiante (Student Home Phone): _____	Numero de celular de estudiante (Student Cell Phone): _____
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INFORMACIÓN DE CONTACTO DEL PADRE/TUTOR

Padre/Tutor 1 (Parent/Guardian 1)	Padre/Tutor 2 (Parent/Guardian 2)
(Name) Nombre: _____ (Relationship to Student) Relación al estudiante: _____ (Correspondence Language) Idioma de la correspondencia: _____ (Mailing Address) Dirección de correspondencia: _____ (City) Ciudad: _____ (State) (Zip Code) Estado: _____ Código postal: _____ (Email) Correo electrónico: _____ (Home Phone) (Cell Phone) Número de casa: _____ Número celular: _____ (Work Phone) (Alert Phone) Número del trabajo: _____ *Número de alerta: _____ *El número de alerta se usa por el sistema automatizado de mensajes del distrito. (Employer) Empleador: _____ <input type="checkbox"/> Residencia principal con este tutor. (Living With)	(Name) Nombre: _____ (Relationship to Student) Relación al estudiante: _____ (Correspondence Language) Idioma de la correspondencia: _____ (Mailing Address) Dirección de correspondencia: _____ (City) Ciudad: _____ (State) (Zip Code) Estado: _____ Código postal: _____ (Email) Correo electrónico: _____ (Home Phone) (Cell Phone) Número de casa: _____ Número celular: _____ (Work Phone) (Alert Phone) Número del trabajo: _____ *Número de alerta: _____ *El número de alerta se usa por el sistema automatizado de mensajes del distrito. (Employer) Empleador: _____ <input type="checkbox"/> Residencia principal con este tutor. (Living With)

USO DE LA OFICINA SOLAMENTE

Entry Date: _____	Meal ST: _____	ESL: _____	IMMG: _____	Residency: _____
Entry Code: _____	M/V Act: _____	SP: _____	GT: _____	Choice LEA: _____
Curriculum: _____	SDM: _____	MIG: _____	Homeroom: _____	PT ADM %: _____

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION
(Not to be filed if the parent/student has no objection)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Hope School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, *etc.*, is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

- Deny disclosure to military recruiters _____
- Deny disclosure to Institutions of postsecondary education _____
- Deny disclosure to Potential employers _____
- Deny disclosure to all public and school sources _____

*Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources _____

*Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

4.29F—STUDENT INTERNET USE AGREEMENT

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

The Hope 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 technology device:

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 technology 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. 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:
 - a. using the Internet for other than educational purposes;
 - b. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
 - c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 - d. making unauthorized copies of computer software;
 - e. accessing "chat lines" unless authorized by the instructor for a class activity directly supervised by a staff member;
 - f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
 - g. posting anonymous messages on the system;
 - h. using encryption software;
 - i. wasteful use of limited resources provided by the school including paper;
 - j. causing congestion of the network through lengthy downloads of files;
 - k. vandalizing data of another user;
 - l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 - m. gaining or attempting to gain unauthorized access to resources or files;
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. 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.
- y. Installing or downloading software on district computers without prior approval of technology director or his/her designee.

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

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

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

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

Student's Signature: _____ Date _____

Parent/Legal Guardian Signature: _____ Date _____

4.35F—MEDICATION ADMINISTRATION CONSENT FORM

Student’s Name (Please Print) _____

Medications, including those for self-medication, must be in the original container and be properly labeled with the student’s name, the ordering provider’s name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

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

Name(s) of medication(s) _____

Name of physician or dentist (if applicable) _____

Dosage _____

Instructions for administering the medication _____

Other instructions _____

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

Parent/Legal Guardian Signature: _____

Date _____

4.35F2—MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

The following must be provided for the student to be eligible to self-administer asthma inhalers and/or auto-injectable epinephrine. Eligibility is **only** valid for this school for the current academic year. This consent form must be renewed each year and/or anytime a student changes schools.

- a written medical statement from a health-care provider who has prescriptive privileges that he//she has prescribed the asthma inhaler and/or auto-injectable epinephrine for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- a statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler and/or auto-injectable epinephrine.

If the school nurse is available, the student shall demonstrate his/her skill level in using the asthma inhalers and/or auto-injectable epinephrine to the nurse.

Medications for self-medication shall be supplied by the student's parent or guardian and be in the original container labeled with the student's name. The parent or guardian may choose to provide the school with additional appropriate medication (use form 4.35F) for the school to have available to deal with an asthma or anaphylaxis emergency.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent/Legal Guardian Signature: _____

Date _____

4.35F3—GLUCAGON ADMINISTRATION AND CARRY CONSENT FORM

Student's Name (Please Print)

The school has developed a Section 504 plan acknowledging that my child has been diagnosed as suffering from Type I diabetes. The 504 plan authorizes the school nurse or, in the absence of the nurse, trained volunteer district personnel, to administer Glucagon in an emergency situation to my child.

I hereby authorize the school nurse or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer Glucagon to my child in an emergency situation. Glucagon shall be supplied to the school nurse by the student's parent or guardian and be in the original container.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of Glucagon in accordance with this consent form and the 504 plan.

Parent/Legal Guardian Signature: _____

Date _____

4.41F—OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to the physical examination or screening of the student named below.

Physical examination or screening being objected to:

___ Vision test

___ Hearing test

___ Scoliosis test

___ Other, please specify

Comments:

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

5.20 F1—PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

I hereby grant permission to the Hope School District to display the photograph or video clip of me/my student (if student is under the age of eighteen {18}) on the District’s web site, including any

page on the site, or in other District publications without further notice. I also grant the Hope School District the right to edit the photograph or video clip at its discretion.

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

Name of student (Printed)

Signature of student (only necessary if student is over 18)

Signature of parent (required if student is under 18)

Date

5.24F1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey _____

____ All surveys

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey _____

Name of student (Printed)

Signature of parent (or student, if 18 or older)

Date form was filed (To be filled in by office personnel)

HOPE PUBLIC SCHOOLS

ANTI-HARRASSMENT: STATEMENT AND GREIVANCE PROCEDURES

General Statement

The Hope Public School district is committed to protecting the rights of all individuals within the school district to work and learn in an environment that is free of harassment.

Harassment on the basis of race, color, ancestry, religion, national origin, age, sex, sexual orientation or disability in any form will not be tolerated. Such harassment includes unsolicited remarks, gestures, physical contact, and the display or circulation of written materials or pictures which are derogatory to an individual's age, sexual orientation or disability.

Definitions of Harassment

Harassment means conduct of a verbal or physical nature that is designed to embarrass, distress, agitate, disturb or trouble students that:

1. Is so severe, persistent or pervasive that it affects a student's ability to participate in or benefit from an educational program or activity, or an employee's ability to undertake his/her job responsibilities, or creates an intimidating, hostile, threatening, or abusive his/her job responsibilities, or creates an intimidating, hostile, threatening or abusive educational or work environment; or
2. Interferes with a student's academic performance or learning opportunities; or interferes with an employee's work, continued employment or advancement opportunities.

Harassment of any kind, including bullying and teasing, will not be tolerated,

Bullying. Bullying is defined as the act of one or more individuals deliberately and repeatedly, humiliating, hurting, or frightening others through verbal, physical, written interactions or other communications. Bullying can take many forms and occur in virtually any setting. It can create unnecessary and unwarranted anxiety that will affect attending and participating in school, walking corridors, eating in cafeterias, playing in the school yard or recreation areas, participating in recreation areas, participating in or attending special and extra-curricular activities, or riding on the bus and from school each day.

Bullying is defined in part, as "the repeated use by a perpetrator of a written, verbal or electronic expression, or physical act or gesture...directed at a victim that causes physical or emotional harm or damage to the victim's property; places the victim in reasonable fear or harm to himself or of damage to or of damage of property. [or] creates a hostile environment at school."

Examples:

- Teasing that humiliates or hurts another
- Intimidation, either physical or psychological
- Threats of any kind, stated and implied

- Assaults on students, including those that are verbal, physical, psychological or emotional
- Attack on students' belongings

Sexual Harassment. "Sexual harassment" is defined as unwelcome sexual advances, requests for sexual and/or sexual favors and/or other verbal conduct or communications of a sexual nature.

Sexual harassment can occur adult to student, student to adult, adult-to-adult, student-to-student, male to female, female and/or male-to-male. Sexual harassment can be based on gender or sexual orientation.

Examples:

- Telling sexual jokes or stories
- Making sexual comments about a person's clothing, anatomy, or appearance
- Repeatedly asking out a person who is not interested
- Telling lies, spreading rumors, or gossiping about any person's sexual life
- Whistling, catcalls, teasing, and other derogatory or dehumanizing remarks involving sex, gender or sexual orientation.
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving sex, gender or sexual orientation
- Following a person or blocking a person's path
- Drawing or displaying sexually explicit or suggestive posters, cartoons, pictures, calendars, designs on clothing, or other similar materials
- Staring or leering with sexual overtones, making sexual gestures with hands or body movements
- Giving unwanted gifts of a personal or suggestive nature
- Unwanted touching of people, their hair, or their clothing
- Unwanted touching of people, their hair, or their clothing
- Unwanted hugging, kissing, pinching, patting, or stroking
- Assault, attempted rape, or rape

Harassment based on race, color, national origin, religion or disability. Harassment on the basis of race, color, national origin, religion or disability is unwelcome verbal, written or physical conduct relating to the characteristics of a person's race, color, national origin religion or disability that:

- a. unreasonably interferes with an individual's education or work performance; or
- b. creates an intimidating, hostile, or offensive educational or work environment.

Examples of harassment based on race or color:

- Using nicknames that emphasize racial stereotypes
- Graffiti containing racially offensive language
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving race or color
- Racial slurs, negative stereotypes, and hostile acts which are based upon another's race or color
- Written or graphic material containing racial comments or stereotypes which is posted or circulated and which is aimed at degrading members of specific racial or ethnic groups
- Physical acts of aggression or assault upon another because of, or related to, race or color

Examples of harassment based on national origin or religion:

- Comments on a manner of speaking or proficiency with the English language

- Negative comments regarding surnames, customs, and/or language
- Graffiti containing offensive language, which is derogatory to others because of their national origin, ethnicity, or religion.
- Threatening or intimidating conduct directed at another because of the other's origin, ethnicity, or religion
- Jokes or rumors based upon an individual's national origin, ethnicity, or religion
- Written or graphic material containing comments or stereotypes which is posted or circulated and which is aimed at degrading individuals or member of specific ethnic or religious groups
- Physical acts of aggression or assault upon another because of, or related to, national origin, ethnicity, or religion

Examples of harassment based on disability:

Disability harassment includes harassment based on a person's disabling mental and/or physical condition and includes any unwelcome verbal, written, or physical conduct directed at the characteristics of a person's disabling condition.

Imitating manner of speech or movement:

- Interfering with necessary equipment
- Bullying
- Name-calling, teasing, or other derogatory or dehumanizing remarks involving physical and/or mental disability
- Threatening or intimidating conduct directed at another because of the other's physical and/or mental disability
- Jokes or rumors based on an individual's physical and/or mental disability
- Physical acts of aggression or assault upon another because of, or related to, an individual's physical and/or mental disability
- Other acts of aggressive conduct such as theft or damage to property which is motivated by an individual's physical and/or mental disability

The above reference descriptions of inappropriate conduct represent examples, and are not intended to serve as an all-inclusive list.

If you are unsure as to whether you have been a victim of any form of harassment, or if you have know have knowledge of an incident of harassment; you must contact your school principal, or other appropriate school staff members with any questions that you have.

Because what may be acceptable behavior to one individual may not be acceptable to others, All employees and other members of the school community should aspire to the highest standards of respectful, appropriate and professional behavior. For example, ethnic or racial jokes and remarks or sexually oriented gestures or pictures are often offensive to others, and thus should not occur within the Hope Public Schools. The members of the school community include, the Administration, faculty, staff, students and parents while they are engaged in school-related activities.

Responsibilities and Procedures (harassment)

Individuals who believe they have been harassed should bring the matter to the attention of an Administrator so that appropriate action may be taken at once. (The District will promptly and reasonably investigate allegations of harassment. The Principal or the Assistant Principal of each building will be responsible for handling all complaints by students alleging harassment.)

Procedures for Reporting and Investigation Complaints

A. Reporting Complaints

Any member of the school community who believes that she/he has been the victim of harassment (as defined above) by an administrator, teacher, pupil, visitor, or other personnel of the Hope Public Schools or who has knowledge of any of the above, must report the alleged acts **as soon as possible**.

A harassment complaint may be made to the principal or his/her assistant principal or designee. If the complaint involves a staff member; the complainant should file their report with either the building principal or the superintendent of schools. Upon receiving a complaint, whoever receives it, will immediately notify the building principal who will oversee an investigation and who will serve as the complaint hearing officer. The building principal or designee will address the concern in a timely manner. Within ten (10) working days, the principal will forward all formal complaints to the appropriate person based on the type of harassment and those assigned to investigations per the anti-harassment statement.

B. Investigation

The principal or assistant principal will consider every report of harassment seriously and will investigate all reports in a timely manner. The appropriate individuals assigned in the **anti-harassment statement**, **Ira Dale Love, Ms. Mary Beth Fincher, or Ms. Cleytus Coulter** will assist the principal depending on the nature of the harassment, as needed, in the investigative procedures and identification and delivery of all necessary services to concerned individuals.

The investigation may consist of personal interviews with the complainant, the alleged harasser, and any other individuals who may have knowledge of the alleged incident(s) or circumstances giving rise to the complaint. In determining whether alleged conduct constitutes a violation of this policy, the principal or designee should consider the surrounding circumstances, any relevant documents, the nature of the behavior, past incidents or past or continuing patterns of behavior, and the relationships between the parties involved. Whether a particular action or incident constitutes a violation of this procedure requires a determination based on all the facts and surrounding circumstances. Special care will be taken to make sure that the person(s) accused of harassment has

full and fair opportunity to explain his/her side of the story.

In the event that students are involved in allegations as victim, perpetrator, or witnesses, the principal will notify the parents and/or guardians of the allegations in a timely manner using appropriate discretion in the notification.

Whenever possible, the principal will complete the investigation and report within ten (10) school days

After the complaint has been filed indicating whether the allegations have been substantiated as factual

or not. There will be no reprisal against the person filing the complaint whether or not the complaint is

sustained. If the allegations are sustained, the principal, or in a case against an employee, the Superintendent (or designee) must take immediate corrective and/or disciplinary action to resolve the situation. Such action may include, but is not limited to, requiring an apology, direction to stop the offensive behavior, counseling or education, warning, suspension, exclusion, transfer, expulsion, or discharge.

Anyone who is disciplined under this procedure will have the right to appeal to the superintendent of schools within ten (10) working days of receipt of the concluding report.

Alleged abuse by a parent, guardian, school staff, or other caretaker will be reported to the Department

Of Human Services according to school policy and procedure. If allegations warrant, the local law Enforcement agency will be notified.

C. Confidentiality

The Hope Public Schools recognizes that both the complainant and the alleged harasser have strong Interests in maintaining the confidentiality of the allegations and related information. The privacy of the complainant, the individual(s) against whom the complaint is filed, and all witnesses will be respected as much as possible, consistent with legal obligations to investigate.

Provision against retaliation

Retaliation against a complainant or witnesses will not be tolerated. The Hope Public Schools will discipline or take appropriate action against any student, teacher, or administrator or other school community member who retaliates against:

- Any person who reports alleged harassment
- Any person who testifies, assists, or participated in an investigation of harassment
- Any person who testifies, assists, or participates in a proceeding or hearing related to an allegation of harassment

Retaliation includes, but is not limited to, any form of intimidation, reprisal or harassment.

Dissemination of procedure

This procedure will be included in all handbooks (faculty and student) and will be made available in all main offices. Faculty members, parents and students will be informed of this procedure annually. Faculty members will be trained in the identification and prevention of all of the type of harassment discussed in this document.

Please refer to details on the Hope Public School website the address is as follows:
www.hpsdistrict.org

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**HOPE PUBLIC SCHOOLS
2018-2019 Calendar**

August 6 - 8 Employee Planning
August 9th **Open House 3:30p.m. – 7:30p.m.**
August 13 First Day of Classes

<u>Progress Reports Issued</u>		<u>End of Grading Periods</u>		<u>Report Cards Issued</u>	
First Quarter - Week of Sept 17		First Quarter - Oct. 12		First Quarter - Week of Oct. 8	
Second Quarter - Week of Oct 15		Second Quarter- Dec. 21		Second Quarter -Week of Dec. 17	
Third Quarter - Week of Jan 7		Third Quarter – Mar.8		Third Quarter – Week of Mar. 6	
Fourth Quarter – Week of Mar 11		Fourth Quarter – May 24		Fourth Quarter – Week of May 20	
<u>Days Per Month/Semester</u>		<u>Days Per Quarter</u>			
<u>First Semester</u>	<u>Second Semester</u>	First Quarter		(43)	
Aug. 13	Jan. 17	Second Quarter		(45)	
Sept. 18	Feb. 18	Third Quarter		(41)	
Oct. 23	Mar. 16	Fourth Quarter		(49)	

Nov. 17	Apr. 21
Dec. 15	May 18

Days School Not in Session/*Early Dismissals - Time 2:00 p.m. & 2:15 p. m.

Sept. 03	Labor Day
Sept. 13	Parent-Teacher Conference (3:30pm-7:30pm)
Sept. 14	No Classes
Nov. 19-23	Thanksgiving Holidays
Dec. 24- Jan. 4	Christmas Vacation
Jan. 7	Employee Planning
Jan. 21	MLK Holiday
Feb. 15	Winter Break
Feb. 18	President's Day
Mar. 14	Parent-Teacher Conference (3:30pm.-7:30pm.)
Mar. 15	No Classes
Mar. 18-22	Spring Break
April 19	Good Friday

May 10	Graduation Ceremonies
May 25	Last Day of Classes

Make-up days in case of school closing due to weather or other event will occur after May 28

***The following Early Dismissal Days are for staff meetings and professional development activities.**

Oct 3,	Nov. 7,	Dec. 5,	Feb. 6,	Mar. 6,	Apr 3,	May 1,
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To all HPS students, parents, and patrons;

The 2018-19 school year is set to be our best year yet. On behalf of the faculty and staff of the Hope Public School system I want to welcome you to our school district We hope that the following pages will help all have a successful and productive school year. This document is the result of meetings with faculty, staff, parents, students, and administrators over the course of an entire school year. These groups have attempted to provide processes and procedures for all aspects of our days in HPS. I hope that you find this handbook useful and informative, and that you will take a few minutes to review its contents. Whether a student, a teacher or a parent this manual will provide you with a roadmap to success. We at Hope Public Schools wish you the best in all your endeavors and stand ready to assist you in any way you may need. Thank you for believing in Hope Public Schools!

Go Bobcats,

Bobby Hart
Superintendent

Hope Public Schools

Directory of Schools

Office of the Superintendent

Bobby Hart, Superintendent

117 East Second St

Hope AR 71801

870-722-2700 or 777-2251

Fax 870-777-4087

William Jefferson Clinton Primary School

Ashlea Stewart, Principal

Pam Lewallen, Assistant Principal

Robin Townsend, Assistant Principal

601 Lakeshore Drive

Hope AR 71801

870-722-2723

Fax 870-722-2765

Beryl Henry Elementary School

Roy Turner, Principal

Cleytus Coulter, Assistant Principal

2000 South Main Street

Hope AR 71801

870-777-6222

Fax 870-722-2751

Yerger Middle School

Joselyn Wiley, Principal

Jonathan Turner, Dean of Students

Hope Academy of Public Service

Carol Duke, Principal

601 West 6th Street

Hope AR 71801

870-777-3454

Fax 870-722-2713

ABC Preschool

Marilyn Hampton, Director

601 Lakeshore Drive

Hope AR 71801

870-722-2705

Fax 870-777-4315

Bus & Transportation Services

Maurice Henry, Director

West Avenue B

Hope AR 71801

870-722-2701

Creative ActionTeam School

Mike Radebaugh, Director

500 East Ninth Street

400 East Ninth Street
Hope AR 71801
870-722-2770
Fax 870-722-2707

Hope AR 71801
870-722-2781
870-722-2707

Hope High School
Bill Hogle, Principal
Donald Patton, Assistant Principal
1700 South Main
Hope AR 71801
870-777-3451
Fax 870722-2736

4.1—RESIDENCE REQUIREMENTS

Definitions:

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

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

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

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

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents or guardians for school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually reside in the

District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

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

4.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option.

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

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

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

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

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

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, or if they request, the district will assign the child a nine (9) digit number designated by the department of education.
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. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child's parent or guardian;
 - f. United States military identification; or
 - g. 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.
4. The child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, and other diseases as designated by the State Board of Health, or have an exemption issued by the Arkansas Department of Health. Proof of immunization shall be by a certificate of a licensed physician or a public health department acknowledging the immunization. Exemptions are also possible on an annual basis for religious reasons from the Arkansas Department of Health. To continue such exemptions, they must be renewed at the beginning of each school year. A child enrolling in a district school and living in the household of a person on active military duty has 30 days to receive his/her initial required immunizations and 12 months to be up to date on the required immunizations for the student's age.

A student enrolled in the District who has an immunization exemption may be removed from school during an outbreak of the disease for which the student is not vaccinated at the discretion of the Arkansas Department of Health. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.

2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

4.4—STUDENT TRANSFERS

The Hope District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis at the July and December regularly scheduled board meetings.

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

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 student transferring from home school or 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.

The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another district to enroll as a student until the time of the person's expulsion has expired.

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

4.5—SCHOOL CHOICE

The District is under an enforceable desegregation court order regarding the effects of past racial segregation in student assignment and has submitted the appropriate documentation to the Arkansas Department of Education (ADE). As a result of the desegregation order, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act of 2004 (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption. The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

4.6—HOME SCHOOLING

Parents or legal guardians desiring to provide a home school for their children must give written notice to the Superintendent of their intent to do so and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time the parents choose to home school. Notice shall be given:

1. At the beginning of each school year, but no later than August 15;
2. By December 15 for parents who decide to start home schooling at the beginning of the spring semester; or
3. 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.

The parents or legal guardians shall deliver written notice in person to the Superintendent the first time such notice is given and the notice must include:

1. The name, date of birth, grade level, and the name and address of the school last attended, if any;
2. The location of the home school;
3. The basic core curriculum to be offered;
4. The proposed schedule of instruction; and
5. The qualifications of the parent-teacher.

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 which might indicate the need for special education services.

4.7—ABSENCES

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

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement. In recognition of the need for students to regularly attend school, the district's policy governing student absences is as follows.

Students shall not be absent, as defined in this policy more than 10 days in a semester. When a student has 5 absences, his/her parent, guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 10 absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with 10 absences in a course in a semester shall not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of allowable absences (unless unable to do so due to unforeseen circumstances), the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee. Unless a student's excessive absence is due to an unforeseen circumstance, the District will not accept a doctor's note for a student's excessive absence. Days missed due to in-school or out-of-school suspension shall not count toward the allowable number of days absent.

Additional Absences

Additional absences that are not charged against the allowable number of absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason:

1. To participate in an FFA, FHA, or 4-H sanctioned activity;

2. To participate in the election poll workers program for high school students;
3. To serve as a page for a member of the General Assembly;
4. To visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting; and
5. For purposes pre-approved by the school administration such as visiting prospective colleges, to obey a subpoena, or to attend at an appointment with a government agency ;
6. Due to the student having been sent home from school due to illness.

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

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record

4.8—MAKE-UP WORK

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

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.

7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for absences in excess of the number of allowable absences in a semester **unless** the absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

4.9—TARDIES

Promptness is an important character trait that District staff are encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

4.10—CLOSED CAMPUS

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

4.11—EQUAL EDUCATIONAL OPPORTUNITY

No student in the Hope School District shall, on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District.

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

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

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non instructional time;
4. Employees or agents of the school are present at religious meetings only in a non participatory

- capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
 6. Non School persons may not direct, conduct, control, or regularly attend activities of student groups.

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

Fraternalities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program.

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parent of his/her student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. A student's parent or the student, if over the age of 18, requesting to review the student's education records will be allowed to do so within no more than forty five (45) days¹ of the request. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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

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

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

For the purposes of this policy a school official has a legitimate educational interest if the official

needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office.

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

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

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

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

basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

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

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

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

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

4.14—STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE

Student Publications

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

1. Advertising may be accepted for publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Publications may be regulated to prohibit writings which are, in the opinion of the appropriate

teacher and/or administrator, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.

3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited publications include:
 - a. Those that are obscene as to minors;
 - b. Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;
 - c. Those that constitute an unwarranted invasion of privacy as defined by state law,
 - d. Publications that suggest or urge the commission of unlawful acts on the school premises;
 - e. Publications which suggest or urge the violation of lawful school regulations;
 - f. Hate literature that scurrilously attacks ethnic, religious, or racial groups.

Student Publications on School Web Pages

Student publications that are displayed on school web pages shall follow the same guidelines as listed above plus they shall

1. Not contain any non-educational advertisements. Additionally, student web publications shall;
2. Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of 18.
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Nonschool Literature, Publications, and Materials

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

the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than ___ days.

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

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her 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 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.

Unless prior arrangements have been made with the school's principal, Arkansas law provides that the transfer of a child between his/her custodial parent and noncustodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation.

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 the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis identified 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, and leave both a day and an after-hours telephone number.

4.16—STUDENT VISITORS

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

4.17—STUDENT DISCIPLINE

The Hope Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; 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 personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Hope School Board. The Board shall approve any changes to student discipline policies.

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

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

In the severity of the offense and any extenuating circumstances. Prohibited behaviors include, but shall not be limited to:

Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board.

When classroom interventions are deemed ineffective, the administrator may intervene in order to

deter continued misbehavior. These consequences may include, but are not limited to, confiscation of property with 10-30 days waiting period, parent contact, school provided alternative attire or accessories, before/after school detention, after school community service, Saturday school (8:00 a.m.- 12noon), corporal punishment, team conference with all parties involved, counselor provided intervention programs, In-School Suspension (ISS), Out of School Suspension (OSS), Reverse Suspension - Parent(s) attend classes with student in order to reduce some of the assigned days of OSS, placement for a minimum of 20 days in the district alternative program, suspension from after school functions, and/or loss of campus or bus privileges. When interventions are deemed ineffective due to student's continued misbehavior, the student may be in violation of persistent disregard for rules. When possible, the parent/guardian will be notified. Administration reserves the right to decrease or increase any consequence based other following.

4.18—PROHIBITED CONDUCT

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;

Minimum Penalty - Parent Contact and 1 days ISS (immediate placement)
Maximum Penalty - Recommendation for Expulsion

2. Disruptive behavior that interferes with orderly school operations;

Minimum Penalty - Parent Contact and 1 days ISS (immediate placement)
Maximum Penalty - Recommendation for Expulsion

3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;

Minimum Penalty - Parent Conference and 5 days OSS; notification of law enforcement.
Maximum Penalty - Recommendation for Expulsion

4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;

Minimum Penalty - Confiscation & Parent Contact/Report to Law Enforcement,
Recommend Expulsion

5. Possession or use of tobacco in any form on any property owned or leased by any public school;

Minimum Penalty - Parent Contact and 3 days ISS (immediate placement)
Maximum Penalty - Recommendation for Expulsion

6. Willfully or intentionally damaging, destroying, or stealing school property;

Minimum Penalty - Parent Contact, Restitution and 3 days ISS
Maximum Penalty - Recommendation for Expulsion

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

Minimum Penalty - Parent Contact and 5 days OSS (immediate placement)
Maximum Penalty - Recommendation for Expulsion

8. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;

Minimum Penalty - Parent Contact and 3 day ISS (immediate placement)
Maximum Penalty - Recommendation for Expulsion

9. Inappropriate public displays of affection;

Minimum Penalty - Warning to be documented on discipline form and Parent Contact
Maximum Penalty - 3 days of ISS

10. Cheating, copying, or claiming another person's work to be his/her own;

Minimum Penalty - Loss of grade for that assignment and Parent Contact
Maximum Penalty - 3 days of ISS

11. Gambling;

Minimum Penalty - 3 days of ISS
Maximum Penalty - 10 days of ISS

12. Inappropriate student dress;

- Head Covering of any kind cannot be worn inside the building
 - Exception: hair accessory headbands
 - No athletic headbands

- Combs/Picks cannot be worn in the hair
 - No metal picks allowed at school
 - No plastic picks

- Shirts
 - Cannot be see-through
 - Cannot be sleeveless
 - Cannot be cold-shoulder shirts
 - Cannot expose breast

- Shorts/Dresses/Skirts
 - Must reach the knee
 - No athletic shorts
 - Dresses worn with leggings, jeggings or joggers must reach the knee

- Pants
 - Cannot show skin
 - No sagging
 - Jegging or leggings may be worn with a dress or shirt that meets the knee

- Shoes
 - No shower shoes
 - No flip flops
 - No light-up shoes
 - No slides
 - No house shoes

Minimum Penalty - Parent Contact/change clothes, Can not change clothes, remaining time in day in ISS

Maximum Penalty - 3 days of ISS

13. Use of vulgar, profane, or obscene language or gestures;

Minimum Penalty - 1day of ISS

Maximum Penalty - 10 days of ISS

14. Truancy;

Minimum Penalty - 3 days of ISS

Maximum Penalty - 10 days of ISS

15. Excessive tardiness; Defined by each campus handbook.

Minimum Penalty - 3 days detention

Maximum Penalty - Alternative Placement

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

Minimum Penalty - 3 days of ISS

Maximum Penalty - Recommendation for Expulsion

17. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;

Minimum Penalty - 5 days of OSS

Maximum Penalty - Recommendation for Expulsion

18. Hazing, or aiding in the hazing of another student;

Minimum Penalty - 5 days of OSS

Maximum Penalty - Recommendation for Expulsion

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

Minimum Penalty - 5 days of OSS

Maximum Penalty - Recommendation for Expulsion

20. Sexual harassment;

Minimum Penalty - Parent Contact and 3 day ISS (immediate placement)

Maximum Penalty - Recommendation for Expulsion

21. Bullying

Minimum Penalty - Parent Contact and 3 day ISS (immediate placement)

Maximum Penalty - Recommendation for Expulsion

22. Fighting

Minimum Penalty - Parent Contact and 5 days of ISS (immediate placement)

Maximum Penalty - Recommendation for Expulsion

23. Misuse of electronic devices. Creating, sending, sharing, viewing, receiving, or possessing a violent act or any act deemed sexual in nature by another student on school property.

Minimum Penalty - Parent Contact and 3 days of ISS (immediate placement)

Maximum Penalty - Recommendation for Expulsion

24. Extortion- To obtain property from a person by threats, oppression, or abuse of authority.

Minimum Penalty - Parent Contact and 5 days OSS, notification of law enforcement.

Maximum Penalty - Recommend for Expulsion

25. Fire Alarm Extraction - The pulling of a fire alarm knowing that the report is false or baseless and could likely result in response by emergency personnel.

Minimum Penalty - Parent Contact and 5 days OSS, notification of law enforcement.
Maximum Penalty - Recommend for Expulsion

26. Fireworks Possession/Use- Any possession or use of fireworks is not allowed on the HPSD Campuses.

Minimum Penalty - Parent Contact and 5 days OSS, notification of law enforcement.
Maximum Penalty - Recommended for Expulsion

27. Parking Violation - Students are expected to park in his/her designated parking area.

Minimum Penalty - Warning/Parent Contact

Maximum Penalty - Loss of campus parking for the remainder of the year.

28. Terroristic Threatening - The crime of intentionally or knowingly putting another person in fear of imminent bodily injury.

Minimum Penalty - Parent Contact and 5 days OSS, notification of law enforcement.

Maximum Penalty - Recommend for Expulsion

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

At the principal's discretion, behavior could lead to further disciplinary action.
Bus Violations

Minimum Penalty - Parent Contact/warning. Depending on the severity of the offense - possible bus removal.

Maximum Penalty - Loss of bus privileges for the rest of the semester.

4.20—DISRUPTION OF SCHOOL

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

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal's designee office a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration.

Disorderly Conduct

Minimum Penalty - Parent Contact and 3 day ISS (immediate placement)

Maximum Penalty - Expulsion

4.21—STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

Minimum Penalty - Parent Contact, 5 days of OSS and 5 days of ISS

Maximum Penalty - Recommendation for expulsion

4.22—WEAPONS AND DANGEROUS INSTRUMENTS

No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, en route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event. Military personnel, such as ROTC cadets, acting in the course of their official duties are excepted.

A weapon is defined as any knife, gun, pistol, revolver, shotgun, BB gun, rifle, pellet gun, razor, ice pick, dirk, box cutter, numchucks, pepper spray or other noxious spray, explosive, or any other instrument or substance capable of causing bodily harm.

Possession means having a weapon, as defined in this policy, on the student's body or in an area under his/her control. If, prior to any questioning or search by any school personnel, a student discovers that he/she has accidentally brought a weapon to school including a weapon that is in a vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of not less than one year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.² Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property.³ Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm visibly stored inside a locked vehicle on school property nor to activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs, hunting safety or military education, or before or after-school hunting or rifle clubs.

A firearm brought inadvertently to school by a student shall be grounds for disciplinary action against the student, but the School Board of Directors may consider the "inadvertent circumstances" of the incident in determining the student's discipline.

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.

According to Section 921(a), the following are included within the definition:
--any weapon (including a starter gun) that will be, or is designed to or may readily be, converted to expel a projectile by the action of an explosive

- the frame or receiver of any weapon described above
 - any firearm muffler or firearm silencer
 - any destructive device, which includes:
 - (a) any explosive, incendiary, or poison gas, including a
 - (1) bomb,
 - (2) grenade,
 - (3) rocket having a propellant charge of more than four ounces,
 - (4) missile having an explosive or incendiary charge of more than one-quarter ounce,
 - (5) mine, or
 - (6) similar device
 - (b) any weapon that will, or that may be readily converted to, expel a projectile by the action of an explosive or other propellant, and that has any barrel with a bore of more than one-half inch in diameter
 - (c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.
- The definition does not include antique firearms or Class-C common fireworks.

4.23—TOBACCO AND TOBACCO PRODUCTS

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

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product.

Minimum Penalty - Parent Contact and 3 day ISS (immediate placement)
Maximum Penalty - Expulsion

4.24—DRUGS AND ALCOHOL

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

Therefore, no student in the Hope 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; is en route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any

ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.

Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs not in accordance with the recommended dosage is prohibited.

Minimum Penalty - Parent Contact and 5 days OSS (immediate placement) Placement in the District
Behavior Modification Program
Maximum Penalty - Recommendation for Expulsion

4.25—STUDENT DRESS AND GROOMING

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

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

The Superintendent shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

Minimum Penalty - Parent Contact, change clothes, no change ISS for the day.
Maximum Penalty - Recommend Expulsion

4.26—GANGS AND GANG ACTIVITY

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

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or

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

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

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

Minimum Penalty- Parent Contact, change clothes, no change ISS for the day.
Maximum Penalty- Recommend Expulsion

4.27—STUDENT SEXUAL HARASSMENT

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

Believing that prevention is the best policy, the District will periodically inform students and employees about the nature of sexual harassment, the procedures for registering a complaint, and the possible redress that is available. The information will stress that the district does not tolerate sexual harassment and that students can report inappropriate behavior of a sexual nature without fear of adverse consequences. The information will take into account and be appropriate to the age of the students.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment as defined in this policy. Any student found, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:

1. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
3. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

The terms "intimidating," "hostile," and "offensive" include conduct of a sexual nature which has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of

objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual; and spreading rumors related to a person's alleged sexual activities.

Students who believe they have been subjected to sexual harassment, or parents of a student who believes their child has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will assist them in the complaint process.

Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form.

Students who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Minimum Penalty - Parent Contact and 3 days ISS

Maximum Penalty - Recommendation for Expulsion

4.28—LASER POINTERS

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

Minimum Penalty - Parent Contact

Maximum Penalty - 3 days ISS

4.29—COMPUTER USE POLICY

The Hope School District makes computers and/or computer Internet access available to students, to permit students to perform research and to allow students to learn how to use computer technology. Use of district computers is for educational and/or instructional purposes only. It is the policy of this

school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors.¹ For the purposes of this policy “harmful to minors” is defined as any picture, image, graphic image file, or other visual depiction that--

- (A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
- (B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and
- (C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

No student will be granted Internet access until and unless a computer-use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the computer use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Student use of computers shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their computer use, including email, and that monitoring of student computer use is continuous. Students must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district’s technology network security or Internet filtering software, alter data without authorization, or disclose passwords to other students. Students who misuse district-owned computers or Internet access in any way, including using computers to violate any other policy or contrary to the computer use agreement, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, as specified in the student handbook and/or computer use agreement.

In an effort to help protect student welfare when they navigate the Internet, the district will work to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Minimum Penalty: Parent conference, 5 days OSS

Maximum Penalty: Parent conference, 10 days OSS, recommendation for alternative placement or expulsio

4.30—SUSPENSION FROM SCHOOL

Students not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school-sponsored function, activity, or event; going to and from school or a school activity. A student may be suspended for behavior including, but not limited to that which:

1. Is in violation of school policies, rules, or regulations;
2. Substantially interferes with the safe and orderly educational environment;
3. School administrators believe will result in the substantial interference with the safe and orderly educational environment; and/or
4. Is insubordinate, incorrigible, violent, or involves moral turpitude.

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;
3. if the principal finds the student guilty of the misconduct, he/she may be suspended.

When possible, notice of the suspension, its duration, and any stipulations for the student's readmittance to class will be given to the parent(s), legal guardian(s), or to the student if age 18 or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), or to the student if age 18 or older or mailed to the last address reflected in the records of the school district.

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

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

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

The district shall keep a log of contacts attempted and made to the parent or legal guardian.

During the period of their suspension, students serving out-of-school suspensions not be permitted on campus except to attend a student/parent/administrator conference.

During the period of their suspension, students serving in-school suspension shall not attend any school-sponsored activities during the imposed suspension nor shall the student participate in any school-sponsored activities.

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.

4.31—EXPULSION

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct deemed to be of such gravity that suspension would be inappropriate, or where the student's continued attendance at school would disrupt the orderly learning environment or would pose an unreasonable danger to the welfare of other students or staff.

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

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

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

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of not less than one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property.⁷ The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The Superintendent and the Board of Education shall complete the expulsion process of any student that was initiated because the student possessed a firearm or other prohibited weapon on school property regardless of the enrollment status of the student

4.32—SEARCH, SEIZURE, AND INTERROGATIONS

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

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

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

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

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

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis on student enrollment forms. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement 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, and leave both a day and an after-hours telephone number.

4.33—STUDENTS' VEHICLES

A student who has presented a valid driver's license and proof of insurance to the appropriate office personnel, may drive his/her vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel.

It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.

4.34—COMMUNICABLE DISEASES AND PARASITES

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

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any bloodborne, foodborne, and airborne pathogens exposures. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

The District shall maintain a copy of each student's immunization record and a list of individuals with

exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

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

Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

4.35—STUDENT MEDICATIONS

Prior to the administration of any medication to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy.

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

Medications, including those for self-medication, must be in the original container and be properly labeled with the student's name, the ordering health care provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

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

The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (Ritalin) and amphetamine sulfate (Adderall). To help ensure their safe keeping, any such medications brought to the school nurse shall be stored in a double locked cabinet.

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy. Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP and 504 plans.

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

Students who have written permission from their parent or guardian and a licensed health care provider to self-administer either an asthma inhaler or auto-injectable epinephrine, or both and who have a current consent form on file shall be allowed to carry and self-administer such medication while in school, at an on-site school sponsored activity, while traveling to or from school, or at an off-site school sponsored activity. Students are prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry an asthma inhaler or auto-injectable epinephrine, or both does not require him/her to have such on his/her person. The parent or guardian of a student who chooses to not carry an asthma inhaler or auto-injectable epinephrine, or both on his/her person shall provide the school with the appropriate medication which shall be immediately available to the student in an emergency.

Students may be administered Glucagon in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. An IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

The school shall not keep outdated medications or any medications past the end of the school year. By this policy, parents are notified that ten (10) days after the last day of school, all medications will be disposed of that are left at the school. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and regulations.

4.36—STUDENT ILLNESS/ACCIDENT

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility

for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

4.37—EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than four (4) times per year with at least one each in the months of September, October, January, and February. Students who ride school buses,¹ shall also participate in emergency evacuation drills at least twice each school year.

Other types of emergency drills may also be conducted. These may include, but are not limited to:

1. Earthquake;
2. Act of terrorism;
3. Chemical spill;
4. Airplane crash.

4.38—PERMANENT RECORDS

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

4.39—CORPORAL PUNISHMENT

The Hope School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or his/her designated staff members who are required to have a state-issued license as a condition of their employment.

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

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

4.40—HOMELESS STUDENTS

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

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

To the extent feasible, the District shall do one of the following according to what is in the best interests of a homeless child. (For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled.)

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

If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.

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

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; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;
- (b) have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

- (c) are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and includes
- (d) are migratory children who are living in circumstances described in clauses (a) through (c).

4.41—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 to his/her full potential.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

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

4.42—STUDENT HANDBOOK

It shall be the policy of the Hope school district that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if 18 years of age or older have acknowledged receipt of the controlling language.

Principals shall review all changes to student policies and ensure that such changes are provided to students and parents, either in the Handbook or, if changes are made after the handbook is printed, as an addendum to the handbook.

4.43—BULLYING

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

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

Definitions:

Attribute means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

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

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

Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.

Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;

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

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

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or

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

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

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

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.

Copies of this policy shall be available upon request.

4.44— ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES 9 - 12

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

Study Halls

Students may be assigned to no more than one (1) class period each day for a study hall that the student shall be required to attend and participate in for the full period. Such study halls are to be used for the purposes of self-study or for organized tutoring which is to take place in the school building.

Extracurricular Classes

Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes is defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.

Course Enrollment Outside of District

Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the student attendance requirement even if the programs are not located at the public schools. Attendance in such alternative programs must be pre-approved by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program job during the semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a waiver for the student for the duration of the semester in which the placement is unable to be made.

In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience proven financial hardships if required to attend a full day of school. For the purpose

of this policy, proven financial hardships is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardships.

In any instance where a provision of a student's Individual Education Plan (IEP) conflicts with a portion(s) of this policy, the IEP shall prevail.

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2013-14 AND ALL CLASSES THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, both a *Smart Core Informed Consent Form* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. This policy is to be included in student handbooks for grades 6-12 and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means.

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

The first year of this policy's implementation all employees required to be certified as a condition of their employment shall receive training regarding this policy so that they will be able to help successfully implement it. In subsequent years, administrators, or their designees, shall train newly hired employees, required to be certified as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional 2 units to graduate for a total of 24 units. The additional required units may be taken from any electives offered by the district.⁶ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

Unless exempted by a student's IEP, all students must successfully pass all state mandated assessments they are required to take or meet the remediation required for the assessment to receive academic credit for the applicable course and be eligible to graduate from high school.⁷

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

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

- Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10

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

- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math
(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry

- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units

- Civics one-half (½) unit
- World History - one unit
- U. S. History - one unit

Physical Education: one-half (1/2) unit

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

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

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

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

The Smart Core and career focus units must total at least twenty-two (22) units to graduate.

Additionally, the district requires __ units for a total of __ units to graduate which may be taken from any electives offered by the district.⁶

CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

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

Science: three (3) units

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

Economics – one half (1/2) unit – dependent upon the certification of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

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

The Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires 2 units for a total of 24 units to graduate which may be taken from any electives offered by the district.

4.46—PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be recited during the first class period of each school day. Those students choosing to participate shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall be quiet while either standing or sitting at their desks.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge.

Students choosing not to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

4.47— POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

As used in this policy, “electronic devices” means anything that can be used to transmit or capture images, sound, or data.

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

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to take photographs in locker rooms or bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.
6. Creating, sending, sharing, viewing, receiving, or possessing a visual violent act or action by another student on school property

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.

Before and after normal school hours, possession of electronic devices is not permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

The student and/or the student’s parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school’s administration office by the student’s parents or guardians.¹ Students have no right of privacy as to the content contained on any electronic devices that have been confiscated.²

Students who use a school issued cell phones and/or computers for non-school purposes, except as permitted by the district’s Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while

driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras and other technologies authorized in this policy.

The district shall retain copies of video recordings until they are erased¹ which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than __ 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;² any release or viewing of such records shall be in accordance with current law.

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

4.49—SPECIAL EDUCATION

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding handicapped students.¹ Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of handicapped students and their parents.

4.50—SCHOOL LUNCH SUBSTITUTIONS

The district only provides substitute meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wishing to request such a dietary accommodation must submit a Certification of Disability for Special Dietary Needs Form completed by a licensed physician to the district's Director of Child Nutrition.¹

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

4.52—STUDENTS WHO ARE FOSTER CHILDREN

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services ("DHS"), the 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 Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.¹

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.²

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll him/her. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.³

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

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.⁴

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

4.53— PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

- There have been a minimum of 30 instructional days since the start of the school year; and
- After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
 - Detrimental to the educational achievement of one or more of the siblings;
 - Disruptive to the siblings' assigned classroom learning environment; or
 - Disruptive to the school's educational or disciplinary environment.

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

SECTION 5—CURRICULUM AND INSTRUCTION

5.1—EDUCATIONAL PHILOSOPHY

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

5.7F—REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS

5.10—RELIGION IN THE SCHOOLS

5.11—PROMOTION/RETENTION/COURSE CREDIT FOR 7-12 SCHOOLS

5.12—PROMOTION/RETENTION/COURSE CREDIT FOR K-7 SCHOOLS

5.13—SUMMER SCHOOL

5.14—HOMEWORK

5.15—GRADING

5.16—GRADUATION REQUIREMENTS FOR THE CLASSES OF 2010-11, 2011-12, AND
2012-13

5.16.1—GRADUATION REQUIREMENTS FOR THE CLASS OF 2013-14 AND ALL CLASSES
THEREAFTER

5.17— HONOR ROLL AND HONOR GRADUATES

5.17F— HONOR ROLL AND GRADUATE OPT OUT FORM

5.18—HEALTH SERVICES

5.19—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

5.20—DISTRICT WEB SITE

5.20 F1—PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

5.20.1—WEB SITE PRIVACY POLICY

5.21—ADVANCED PLACEMENT

5.22—CONCURRENT CREDIT

5.24—STUDENT PARTICIPATION IN SURVEYS

5.24F1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS

5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION

5.25—MARKETING OF PERSONAL INFORMATION

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

5.29—WELLNESS POLICY

5.1—EDUCATIONAL PHILOSOPHY

The Hope School District assumes the responsibility of providing students attending its schools a high quality education that challenges each student to achieve to their maximum potential. The District shall endeavor to create the environment within the schools necessary to attain this goal. The creation of the necessary climate shall be based on the following core beliefs:*

1. The District's vision statement will be developed with input from students, parents, business leaders, and other community members.
2. All students can be successful learners.
3. Students learn at different rates and in different ways.
4. A primary goal shall be to give students the skills they need to be life-long learners.
5. The education of all citizens is basic to our community's well-being.
6. Student achievement is affected positively by the involvement of parents and the community in the schools.
7. The District is responsible for helping cultivate good citizenship skills in its students.
8. Students reflect the moral and ethical values of their environment.
9. All people have a right to a safe environment.
10. Each person is responsible for his/her own actions.
11. Innovation involves taking risks.
12. Schools are responsible for creating the conditions that promote success.
13. Each person is entitled to retain his/her dignity.
14. All people have the right to be treated with respect and the responsibility to treat others respectfully.
15. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

The use of instructional materials beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

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. For the purposes of this policy, instructional materials is defined as instructional content provided to the student regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

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

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent¹.

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

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those

concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

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

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material being contested:

Reasons for contesting the material (be specific):

What is your proposed resolution?

Signature of receiving principal: _____

Signature of curriculum coordinator: _____

Signature of Superintendent: _____

5.10—RELIGION IN THE SCHOOLS

The First Amendment of the Constitution states that “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof...” As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, “embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be.” Therefore, it is the Board’s policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system’s educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District’s goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other’s religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be such that they are objective and academically informational and do not advocate nor denigrate any particular form of religious practice

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn’t amount to a significant change in curriculum, program, or course of instruction and when it is possible that a

substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Framework material than if the material is required by the Frameworks.

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least 25 school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.¹

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

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate.

Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

5.11—PROMOTION/RETENTION/COURSE CREDIT FOR K-12 SCHOOLS

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Each school in the Hope School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before a final decision is made. 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, the final decision to promote or retain shall rest with the principal or his/her designee.

Students who do not score proficient or above on their grade level Benchmark Exams shall be required to participate in an Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan, which shall include the student's retention in their present grade.

All students must successfully pass all **general EOC** assessments they are required to take, unless exempted by the student's individualized education program (IEP). To receive academic credit in a course requiring a student to take a **general EOC** assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her Individualized Academic Improvement Plan (IAIP). A student is not eligible to graduate if he/she fails to receive academic credit in a course requiring a general EOC. Additionally, the lack of credit could jeopardize the student's grade promotion or classification.

Unless exempted by the student's IEP, all students must successfully pass the Algebra I EOC assessment to receive academic credit for the course and be eligible to graduate from high school. This is a **high stakes** assessment and students failing to receive a passing score the first time they take the assessment must receive a passing score on a subsequent assessment or on an alternative assessment as provided by law.

Students from an Arkansas public school who have completed and received credit on an Algebra I EOC assessment prior to the 2009-10 school year are not required to take the **high stakes** Algebra I EOC. Students **not** in grades 10, 11, or 12 in the 2009-10 school year who have taken Algebra I but not received proper academic credit on their transcript for the course are required to take the **high stakes** Algebra I test before they can receive academic credit for the course.

Students transferring into the district from an out-of-state public, private, or home school or an Arkansas private or home school who can demonstrate by an official transcript that he/she has received academic credit for

5.12—PROMOTION/RETENTION/COURSE CREDIT FOR K-12 SCHOOLS

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Each school in the Hope Public School District shall include in the student handbook, the criteria for promotion of students to the next grade. Parents or guardians shall be kept

informed concerning the progress of their student(s). Notice of a student's possible retention shall be included with the student's grades sent home to each parent/guardian. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student, before a final decision is made, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held. 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, the final decision to promote or retain shall rest with the principal.

Students who do not score proficient or above on their grade level Benchmark Exams shall be required to participate in an Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan, which shall include the student's retention in their present grade.

In addition to the Benchmark Exam requirements, students who take a course requiring a general end-of-course (EOC) assessment must receive a score of proficient on the initial assessment or successfully participate in an Individualized Academic Improvement Plan (IAIP) created for them to receive academic credit for the course and to be able to graduate. If the course is Algebra I, the student must take the high stakes EOC assessment and receive a score of passing on the original or subsequent assessment or receive a passing score on an alternative assessment as provided by law to be able to receive academic credit for the course and to be able to graduate.

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

5.13—SUMMER SCHOOL (option #1)

Students in kindergarten through third grade (K-3) not performing at grade level during the regular school year shall successfully participate in a summer school remediation program to be eligible for promotion to the next grade. Transportation to and from the school shall be the responsibility of the student's parent or guardian.

Legal Reference: A.C.A. § 6-16-705

Date Adopted: 6/15/15

Last Revised:

5.13—SUMMER SCHOOL (option #2)

The _____ School District shall offer remediation programs during the school year to those

students in kindergarten through third grade (K-3) not performing at grade level.

Legal Reference: A.C.A. § 6-16-704

Date Adopted:6/15/15

Last Revised:

5.14—HOMEWORK

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

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

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

5.15—GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-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:²

- (1) A change in the child's school enrollment;
- (2) The child's attendance at a dependency-neglect court proceeding; or
- (3) The child's attendance at court-ordered counseling or treatment.

The grading scale for Clinton Primary School is as follows:

Academic Grading Scale for Math, Science, and Literacy

- 3: Meets or Exceeds Proficiency
- 2: Developing Proficiency

1: Well Below Proficiency
NA: Not Applicable at This Time

Other academic areas and conduct Scale:

- S- Satisfactory
- N- Needs improvement
- U- Unsatisfactory behavior

In an effort to remove grade inflation, grades will reflect only the educational objectives.

The grading scale for all other schools in the district shall be as follows.

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

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

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

The grade point values for Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

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

5.16.1—GRADUATION REQUIREMENTS FOR THE CLASS OF 2013-14 AND ALL CLASSES THEREAFTER

The number of units students must earn to be eligible for high school graduation are to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student’s Individualized Education Plan (IEP) serve as his/her graduation plan. Additionally, unless exempted by a student’s IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic

credit for the applicable course and be eligible to graduate from high school.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

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

- Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the

four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each

toward fulfilling the **Smart Core** requirement.

- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math
(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World History - one unit
- U. S. History - one unit

Physical Education: one-half (1/2) unit

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

Economics – one half (1/2) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

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

The Smart Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires __ units for a total of __ units to graduate which may be taken from any electives offered by the district.

CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
 - Geometry or its equivalent* - 1 unit
 - All math units must build on the base of algebra and geometry knowledge and skills.
 - (Comparable concurrent credit college courses may be substituted where applicable)
- *A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit

Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (1/2) unit

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

elective credits.

Fine Arts: one-half (1/2) unit

CAREER FOCUS: - Six (6) units

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

The Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires 2 units for a total of 24 units to graduate which may be taken from any electives offered by the district.

CLASSIFICATION OF STUDENTS

A student will advance from one grade to the next in accordance with the completion of required courses and the earning of sufficient credits. To be classified as a sophomore, a student must have five and one half (5.5) credits; a junior must have eleven (11) credits; and a senior must have sixteen and one half (16.5) credits. Grade classification will not change during the school year.

5.18—HEALTH SERVICES

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules and Regulations Chapter Five: Delegation of Nursing Care.

5.19—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)*. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students meeting this policy's criteria are eligible for extracurricular activities.

Definitions:

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

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

Supplemental Improvement Program is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association Handbook.

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.

The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.

ACADEMIC REQUIREMENTS: Senior High

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

- 1) Have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester; or
- 2) If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in a supplemental instruction program to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations of the Arkansas Activities Association (AAA) governing interscholastic activities.

5.20.1—WEB SITE PRIVACY POLICY

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

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

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

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

5.21—ADVANCED PLACEMENT

Students who take advanced placement courses,¹ International Baccalaureate courses, or honors courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

A =100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

- A = 5 points
- B = 4 points
- C = 3 points
- D = 2 point
- F = 0 points

Students taking AP or International Baccalaureate courses shall receive weighted credit as described in this policy. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

5.22—CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one-half (1/2) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 (see Policy 4.44) are to be received by the school within 5 school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, graduation, etc.

Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school.

5.24—STUDENT PARTICIPATION IN SURVEYS

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating, and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10)* days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
4. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;

5. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.

5.25—MARKETING OF PERSONAL INFORMATION

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

Personal information is defined, **for the purposes of this policy only**, as individually identifiable information including

1. a student or parent's first and last name,
2. a home or other physical address (including street name and the name of the city or town),
3. telephone number, and
4. social security identification number.

The district may collect, disclose, or use personal information that is collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutions such as the following:

1. College or other postsecondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school related or education related activities; and
6. Student recognition programs.

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The district shall have an alternative learning environment (ALE) which shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems.

The superintendent or his/her designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. The team should consist of at least a school counselor, the ALE director or principal, a parent or legal guardian, and a regular classroom teacher.

Students who are placed in the ALE shall exhibit at least two of the following characteristics:

- Disruptive behavior
- Drop out from school
- Personal or family problems or situations
- Recurring absenteeism
- Transition to or from residential programs

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Mental/physical health problem
- Pregnancy
- Single parenting

The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

5.29—WELLNESS POLICY

The health and physical well-being of our 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, but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District has established the following goals.¹

1. Appoint a district school health coordinator (designated district official) who shall be responsible for ensuring that each school fulfills the requirements of this policy;²
2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
6. Not use food or beverages as rewards for academic, classroom, or sports performances;
7. Ensure that drinking water is available without charge to all students;
8. Establish class schedules, and bus routes that don't directly or indirectly restrict meal access;
9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar;³
11. Abide by the current allowable food and beverage portion standards;
12. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;⁴
13. Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule;
14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV.
15. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;

Advisory Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations.⁶ The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference.⁷ The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board. Goals and objectives for nutrition and physical activity shall also be included in

the ACSIP.

Parents, students, the District's teachers of physical education, school health professionals, the District School Board of Directors, the District's school administrators, members of the community, and representatives of the District's school food authority shall be included in the development, implementation, and periodic review of the District's wellness policy to the extent interested persons from each group desire to be included.⁸

The SNPAAC shall provide recommendations to the school district concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and information and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.⁹

The District shall periodically assess, with input from the SNPACC, the District and individual schools' status regarding implementing this policy. The assessment shall be based, at least in part, on:

- the extent to which District schools are in compliance with this policy;
- the extent to which this policy compares to other model local school wellness policies; and
- a description of the progress made in attaining the goals of this policy.

The assessment results along with the content of the this policy shall be periodically reported to the public, including parents, students, and other members of the community.

SECTION 6—SCHOOL, HOME, AND COMMUNITY RELATIONS

6.1—COMMUNICATION GOALS

6.2—RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

6.4—VOLUNTEERS

6.5—VISITORS TO THE SCHOOLS

6.7—COMPLAINTS

6.10—SEX OFFENDERS ON CAMPUS (MEGAN’S LAW)

6.12—PARENTAL/COMMUNITY INVOLVEMENT - SCHOOL

6.1—COMMUNICATION GOALS

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

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

1. Increase mutual understanding, trust, and support between the District and parents, business, and the community as a whole;
2. Keep District staff regularly informed of upcoming District programs and events as well as noteworthy staff and student accomplishments to enable all the staff to help promote positive public relations;
3. Create and disseminate brochures, flyers, and fact sheets that will help parents and community members better understand school policies and procedures and acquaint them with areas where their volunteer services are most needed;
4. Inform legislators of the accomplishments of the District's students and staff, as well as how proposed legislation could affect the district;
5. Maintain good relations with the news media and provide the media with pertinent news releases; and
6. Increase the participation of parents, grandparents, legal guardians, business, and community members in school activities and programs.

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

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

The Board shall hold a public meeting, at least annually, to report on the District's progress toward attaining its goals and to review its long-range plan. Those individuals attending shall have an opportunity to ask questions.

6.2—RELATIONS WITH SCHOOL SUPPORT ORGANIZATIONS

The Board recognizes and values the many contributions support organizations make to the District's schools. Parent/teacher organizations and booster clubs work to augment and strengthen the District's educational and extracurricular objectives through the goods and services they provide.

Groups wishing to be recognized as a support organization must have open membership and have their by-laws approved by the school principal, the Superintendent, and the Board. School personnel shall assist approved booster organizations in their efforts to the extent practicable. Meetings of such organizations, cleared through the principal, shall not be subject to school use fees. School staff members are encouraged to attend and participate.

Fund-raising activities are to be approved in advance by the principal or his/her designee. Prior to the donation of equipment and/or supplies to the school, the organization should seek the advice of the principal to help ensure the compatibility of the donation with present school equipment. All equipment donated to the District becomes the property of the District.

6.4—VOLUNTEERS

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

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

6.5—VISITORS TO THE SCHOOLS

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

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

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

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

Visitors who are disruptive become “trespassers” as defined in A.C.A. § 6-21-606. As such, they lose their right to be on campus.

6.7—COMPLAINTS

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

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

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

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

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

Complaints that are related to district use or administration of federal funds generated through specific programs identified by the Arkansas Department of Education and authorized in the 2002 reauthorization of the Elementary and Secondary Education Act may be taken directly from a patron or by referral from the Arkansas Department of Education (ADE). If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The complaints shall be addressed in the following manner.

1. The complaint shall be referred to the federal programs director, who shall assemble a team of at least two people to investigate the complaint.
2. Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.

3. The team will interview the complainant and others as necessary to enable the team to make a determination of the validity of the complaint. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
4. The investigation of complaints referred by the ADE shall be completed within 30 work days of receipt of the complaint, unless a longer time period has been approved by the ADE.
5. The investigation of complaints made directly to the district shall be completed within 40 work days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within 40 work days of receipt of the complaint, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
6. The report of the conclusions of the investigation shall be given to the complainant. It shall contain: a summary of the allegations of the complaint; a summary of the investigative actions taken by the team; a summary of the findings concerning each alleged violation or implied violation; a statement of corrective actions needed to resolve the issues involved in each allegation and finding of complaint.

6.10—SEX OFFENDERS ON CAMPUS (MEGAN’S LAW)

The Hope 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 and give them information concerning registered sex offenders. The decision regarding which school principals to notify rests solely with law enforcement officials who use a rating system to determine those needing to be notified according to the offender’s dangerousness to the community.

Building principals should, in turn, notify any person who in the course of their employment is regularly in a position to observe unauthorized persons on or near the school’s property. Those notified could include employees such as aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers’ assistants, and teachers.

It is important that school personnel receiving notice understand that they are receiving sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, they should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified except at the specific discretion of area law enforcement officials include members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. Personnel may inform the press about procedures which have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

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 which 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, or a school sponsored event for which an admission fee is charged or tickets are sold or distributed;
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 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.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

To ensure the continued improvement of the district's parental/community involvement program, the district will conduct an annual review of its parental involvement policies to examine their affect on promoting higher student achievement. The review shall be done by a committee consisting of parents and other community members, certified and classified staff, and member(s) of the administration.

6.12—PARENTAL/COMMUNITY INVOLVEMENT - SCHOOL

Hope Public School understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the school and those it serves. Therefore, Hope Public School shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community. To achieve such ends, the school shall work to

1. Involve parents and the community in the development and improvement of Title I programs for the school;

2. Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Head Start, HIPPIY, Parents as Partners, Parents as Teachers, ABC, ABC for School Success, area Pre-K programs, and Even Start;
3. Explain to parents and the community the State's content and achievement standards, State and local student assessments and how the school's curriculum is aligned with the assessments and how parents can work with the school to improve their child's academic achievement;
4. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
6. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
7. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child-care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent and community involvement programs to suit the needs of our school;
9. Train parents to enhance and promote the involvement of other parents;
10. Provide reasonable support for other parental involvement activities as parents may reasonably request.

William Jefferson Clinton Primary

CLINTON PRIMARY BELL SCHEDULE

7:10-7:50	Breakfast served Breakfast will be served until 7:50. If a bus is late students will be allowed to eat breakfast
7:50	Instruction begins
3:05	1 st bell students are dismissed
3:10	Car riders go to the car line
3:15	3 rd bell students are dismissed
3:25	4 th bell Students are dismissed

CLINTON PRIMARY'S MISSION STATEMENT

We believe it is our mission to educate all students to become lifelong learners, responsible citizens, and productive members of the 21st century.

Clinton Primary's Vision Statement

Prepare learners for their academic, physical, and social well-being as they become lifelong learners.

Motto: “Success begins with me.”

PARENT INVOLVEMENT

To ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, Clinton Primary School and Hope Public Schools assisted under this part:

- (1) shall provide assistance to parents of children served by Clinton Primary School and Hope Public Schools, as appropriate, in understanding such topics as the state's academic content standards and State student academic achievement standards, state and local academic assessments; also monitor a child's progress and work with educators to improve the achievement of their children;
- (2) shall provide materials and training to help parents work with their children to improve individual achievement, such as literacy training and using technology, as appropriate, to foster parental involvement; and other activities such as parent resource centers that encourage and support parents in more fully participating in the education of their children;
- (3) shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of parents, in the value and utility of contributions of parents; and how to communicate and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
- (4) shall, to the extent feasible and appropriate, conduct SST (Student Support Team) meetings to assist students with educational or behavioral needs by creating a team consisting of regular classroom teacher, counselor, parent, activity teacher, paraprofessional, support personnel such as instructional facilitators or Reading Recovery teacher, principals or anyone that has interaction with the student to develop a documented action plan which includes the committee's concerns and possible solutions;
- (5) shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format that is practicable and in a language that parents can understand;
- (6) may pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- (7) may train prospective parents to enhance campus parental involvement
- (8) may arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
- (9) may adopt and implement model approaches to improving parental involvement;

(10) may develop appropriate roles for community-based organizations and businesses in parent involvement activities; and

(11) shall provide such other reasonable support for parental involvement activities under this section as parents may request.

PROGRESS REPORTS/REPORT CARDS

Progress reports will be sent home halfway through each grading period. For students whose scores are slipping, the progress reports will provide early warning to parents so measures can be taken to correct possible causes.

Parent-teacher conferences are the best way to improve communication and improve student performance. Hope School District holds parent teacher conferences in October and February. Other conferences will be held as needed. Report cards will not be issued until parents and teachers have conferenced at least once.

CELL PHONES

Cell phones are not to be brought into the classroom or used while at school. The school provides technology for students to use for classwork. If a cell phone is taken out and used, it will be taken up and parents will have to come to the school and pick it up.

HOMEWORK DURING STUDENT ILLNESS

The parent should contact the teacher to discuss the student's illness and ability during the illness to complete schoolwork assignments. Students will be allowed days equal to the absence plus one day for completion of make-up work.

PROMOTION AND RETENTION

Before any child is retained, Student Support Team (SST) meetings will take place. Any student not making satisfactory progress toward the learning standards will have an SST meeting. Parents, counselor, administrator, and other stakeholders will attend the meeting.

In order to make the best decision regarding retaining your child, the following will be considered.

1. Has the child been retained before?
2. What special services (special education, speech, etc) does the child receive?
3. Reading level
5. Maturity
6. Age/birth date
7. Attendance

All grades are based on educational objectives only.

Identified students with disabilities will be promoted or retained as determined by the IEP Committee. Students in the Limited English Proficiency program will be promoted or retained as determined by the Language Proficiency Assessment Committee.

In an effort to reduce the number of retentions per year, Clinton Primary School will implement an intervention plan to maximize reading instruction to all students with a focus on non-proficient readers. During the literacy block for each grade level, students will be assigned to a certified teacher for literacy instruction based on the child's reading level and specific instructional needs. Students meeting or exceeding standards will also have opportunities to receive accelerated instruction.

The final decision will be made by the principal.

READING DEFICIENCY AND PARENT NOTIFICATION

Any student who exhibits a substantial deficiency in reading, based upon statewide assessments conducted in grades Kindergarten through two (K-2), or through teacher observations, shall be given intensive reading instruction utilizing a reading program approved by the State Board of Education as soon as practical following the identification of the reading deficiency. ACTAAP 8.01 (Arkansas School Law Annotated 6-15-2004). 8.02-The parent or guardian of any student identified with a substantial reading deficiency shall be notified in writing.

REMEDICATION PLAN

After school tutoring is an Arkansas Department of Education approved remediation program. in which your student's participation will meet the requirements of Arkansas School Law Act 35.

GRADING SCALE

The grading scale used for grades K-4 is as follows:

100-90	A
89-80	B
79-70	C
69-60	D
Below 60	F

In an effort to remove grade inflation, grades will reflect only the educational objectives.

HONOR ROLL AWARDS

Honor Roll Requirements-Grades K-4

All A's-Must have A's in all academic subjects and in conduct.

All A's and B's-Must have A's and B's in all areas.

BUGS (Bringing Up GradeS) Begins 2nd grading period. Students who did not make the honor roll must improve 1 letter grade in at least 1 academic subject with no grades falling.

Teacher's Special Award

END OF YEAR AWARDS

Student of the Year Award

All A's all year

Perfect Attendance (voided if student leaves early or is tardy)

Superstars (K-4)

Each month teachers are asked to select one outstanding citizen. Teacher's use their discretion based on good behavior, improved behavior, positive attitude, etc.

Third and Fourth Grade students will receive a "Good Citizenship Award" each month.

ARRIVAL

Due to safety concerns and liability issues car riders should be dropped off after 7:00 a.m. and parents must go through the car line to drop off students.

TARDIES

Promptness to class is very important. Student class time begins at 7:50a.m. A student will be counted tardy after 7:50 a.m.

Habitual tardiness is a serious problem at Clinton Primary School. After a student has been tardy five (5) times parents will be notified by letter. After a student has been tardy ten (10) times the parent will be required to come in for a conference with an administrator and/or school counselor.

If a child arrives after the bell, parents must bring them to the office and sign them in.

If a student continues to be tardy the school may be compelled to contact the school social worker followed by DHS.

FULL DAY ATTENDANCE VITAL

Unless it is absolutely necessary for a student to miss part of a day, (family emergency, out-of-town, doctor appointment, etc.), parents are encouraged to cooperate with the school in keeping the student in school for the entire school day. (Please see the building principal concerning special events, etc.)

Parents who are picking their child up early must notify the school by phone or note of the time the child will be leaving. This must be done before 2:00 p.m.

Parents can come to the school, without contacting the school first, before 2:30 and check their child out. If a student continues to be checked out early excessively, the school may be compelled to contact Social Service due to the loss of instruction.

CHANGE IN TRANSPORTATION

The school must be advised IN WRITING OR BY PHONE when a parent changes transportation plans for a student. (Ex. A bus student will be a car-riding student on a certain day.) THIS IS IMPORTANT FOR YOUR CHILD'S SAFETY, and unless the school is notified in writing or by phone before 2:00 p.m. of the change, the student will not be allowed to make the change.

FUNDRAISERS

Student participation in fundraising programs is voluntary. Students who do not participate will not forfeit any school privileges. Students may not participate in fundraising programs without written parental permission returned to school authorities. An elementary school student who sells fundraising merchandise door to door must be accompanied by a parent or an adult. Parents must accept responsibility for appropriate adult supervision.

UPDATED STUDENT INFORMATION

When a student has a change in address and/or telephone numbers, the school must be notified. Send the updated information to your child's teacher and the offices.

PARTIES AND REFRESHMENTS

Two scheduled parties will be held for grades K-4 (Valentine's and Christmas). As a parent you may be called on to assist with refreshments. Food Code 3-201.11 states that any food/refreshments brought to school must be commercially prepared. Some exceptions will be made for kindergarten students. No birthday parties will be held for anyone at Clinton Primary

SCHOOL LUNCH SUBSTITUTIONS

The district only provides substitute meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wishing to request such a dietary accommodation must submit a Certification of Disability for Special Dietary Needs Form completed by a licensed physician to the district's Director of Child Nutrition. The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

LUNCHROOM

1. We welcome parents to eat lunch with their children, but if you sit at a different table than your child's table, you may only bring your child with you, not others.
2. Do not send soft drinks to school with your child's lunch.
3. If your child brings a lunch from home, it must be a full lunch in a lunch box or sack. Students are not allowed to bring chips, candy, etc to eat along with a cafeteria tray.

TEXTBOOKS AND CLASSROOM LIBRARY BOOKS

Textbooks are assigned each year to Clinton Primary students. Textbooks may be provided in digital format in lieu of traditional texts. Textbooks are provided free through the taxpayers of Arkansas; therefore, students are solely responsible for their textbooks. Fines are assessed for unnecessary markings, cover and binding damages, torn or loose pages, decals, water damage, unnecessary abuse, or neglect. Fees are charged by the school. Books that are lost or damaged will have to be paid for before another book is issued. All lost books must be paid for before records will be released to another school.

LIBRARY BOOK REPLACEMENT POLICY

Because library books cannot be replaced for the original purchase price, any student who loses a library book will be charged the current replacement price of the book.

FIELD TRIPS

Field trips are an exciting and educational part of the school year. Parental consent must always be given in writing before a student can participate in a field trip. Behavior should be exemplary. If misbehavior occurs on field trips, children will be disciplined the same as if they were at school.

TOYS, BALLS, ETC.

Students are not allowed to bring toys, fidget spinners, balls, trading cards, make-up, etc. to school. Any item that causes a disruption in the classroom should be left at home. If these items are confiscated by the teacher, parents must pick them up in the principal's office.

Toy knives or guns will not be permitted.

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than four (4) times per year with at least one each in the months of September, October, January, and February. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year. Other types of emergency drills may also be conducted. These may include, but are not limited to:

1. Earthquake;
2. Act of terrorism;
3. Chemical spill;
4. Airplane crash

FIRE AND EVACUATION PLAN

During a fire or fire drill, a long bell will sound throughout the building. Teachers in classrooms will take students out of the building in an orderly manner through the outside door on each of their halls. Students should be taken a safe distance from the building.

If teachers are on their conference period, activity teachers will be responsible for taking the students out of the building. Teachers should find their classes and remain with them until the building is safe or they have been instructed to return to the building. Teachers should always take their roll book, emergency call cards, paper and pencil with them. They should immediately check roll.

If children are in the cafeteria, personnel on duty will dismiss the students out the East doors of the building. Teachers should immediately find their class and remain with them. When building is safe for re-entry or drill is complete a short bell will sound to let everyone come in the building.

A fire evacuation diagram will be posted in each room of the school to show evacuation plan for that room.

SEVERE WEATHER PROCEDURES

CODE GREEN-WATCH (tornado/severe weather has been spotted near us and the possibility of us needing to take cover is significant.)

Signal: Intercom Announcement-Code Green Watch

- Everyone returns to the classroom
- Everyone stays in the classroom
- Keep lights on and doors closed
- Take roll and report any missing students to the front office
 - Locate your class roster, emergency call cards, Emergency Check Out sheet and pen and keep near you.

CODE GREEN-WARNING (tornado/severe weather is present and all students and staff is to take cover.)

Signal: Intercom Announcement-Code Green Warning

- Students take cover under desks or tables if possible on hands and knees with head tucked between the knees and hands protecting the base of the skull
- If students are unable to get under desks, have students get next to an inside wall on hands and knees with head tucked between the knees and a hardback book opened protecting the base of the skull
- Stay away from outside walls
- Take cover until notified “all clear”

BOMB EVACUATION PLAN

In case of a bomb threat, each hall will be notified by school personnel. Authorities will be notified by the secretary in front office. If necessary, a cell phone will be used.

- Hall 1: Kindergarten IF
- Hall 2: Principal
- Hall 3: K-1 Assistant Principal
- Hall 4: 2nd grade Math IF
- Hall 5: 2nd grade Literacy IF
- Hall 6: 3rd grade Math IF
- Hall 7: 2-4 Assistant Principal
- Hall 8: 2-4 AP Secretary
- Hall 9: ABC Principal

Hall 10: 2-4 AP Secretary

Teachers will be notified to clear buildings. Teachers should line student up, get roll book, emergency call cards, paper and pencil, and take their students outside to the north or south fence. They should use the outside door on their halls.

If teachers are on their conference period, the special teachers will be responsible for taking the students to the fence. Teachers should find their class and remain with them until the building is cleared and they have been instructed to bring the students in.

Students are never to be left unattended. They should remain as a class with their teacher or the adult in charge of them at all times.

Title I Aides will return to their kindergarten class to help with those students.

Students are not to be released to anyone until teachers are instructed by the principal or one of the assistant principals. Once teachers have been told, then parents are to sign paper or roll book in back for documentation.

After classes have been dismissed, it is the responsibility of the administration to make sure the building is clear.

In case of long term evacuation, all students will be bused to the high school stadium or gym. If high school is involved in the threat, students will be bused to an alternative site. Students will be dismissed at end of regular school day unless otherwise announced by local radio stations—KXAR or KHPA.

ACTIVE/SHOOTER LOCKDOWN

- *Notify the principal/designee of any suspicious behavior, dress, threats or weapons. Call 911.
 - *If outside, instruct students/staff to lie on the ground and cover head until they can move to a more secure place.
 - *When it is safe to move, students and staff should go directly to the nearest room and lock the door.
 - *If in the classroom, lock the door, turn the lights off and move to the corner of the room.
 - *Check roll and indicate any discrepancies.
 - *All witnesses should be taken to the designated location so authorities can question them.
 - *A staff member should record the names of witnesses and names of injured as well as to which hospital they were taken.
- *Counseling teams will be available at a location away from the shooting.
- *Notify the superintendent, who will notify the media if needed. Faculty are not to release any information to the press.

CORPORAL PUNISHMENT

Every teacher is authorized to hold every pupil strictly accountable for any disorderly conduct in school or on the playground of the school, or on the school bus going to or returning from school, or during intermission or recess.

Corporal punishment is defined as a spanking with the open hand or paddle in a reasonable and moderate fashion, never cruel or excessive. Corporal punishment will be administered according to the following guidelines:

1. Corporal punishment will be used only after the student is informed beforehand that specific misbehavior could occasion its use, and after alternatives, including but not limited to counseling, have failed, or in unusual circumstances as a last resort. Corporal punishment should always be reasonable.
2. Before corporal punishment is administered, the student shall be advised of the rule and infraction for which the punishment is being administered. The student will be permitted to state his/her position, which shall be considered prior to punishment. School officials are not required to conduct a formal hearing prior to corporal punishment.
3. Corporal punishment will be administered in the presence of an administrator or his/her designee, in addition to the person dispensing it. If the administrator dispenses corporal punishment, it will be in the presence of a certified employee.
4. Corporal punishment will not be administered in the presence of other students or in a spirit of malice or anger, nor will it be excessive.
5. School principals or teachers who have administered corporal punishment shall provide the child's parents or legal guardians a written explanation of the reasons and the name of the school employee who administered the punishment.
6. Parents will be asked to sign a corporal punishment policy form stating whether they will or will not allow the administering of corporal punishment to their child.
7. Refusal to take corporal punishment will result in suspension or other disciplinary measures.

IN SCHOOL SUSPENSION

The In School Suspension (ISS) Classroom is a special classroom provided for students who have behavior problems and would otherwise be subject to suspension or expulsion.

Assignment to ISS is to give students time to consider their behavior while keeping them involved in study. Isolation from the student's classmates and normal school routines is an important part of the process. The general operational procedures are:

- A. Only the principals may assign or remove students from ISS.
- B. Students will not be permitted to enter the regular classroom during their assignment to ISS.
- C. The ISS teacher may recommend additional time is spent in ISS if the student's behavior warrants.
- D. Inappropriate behavior in ISS will result in three days suspension.

- E. If students are absent on days that they are assigned to ISS, they will make up those days upon their return to school.

ASSEMBLIES, PLAYS, AND SPECIAL EVENTS

Students will demonstrate appropriate behavior or lose privilege of attending the event.

HALL REGULATIONS

1. Follow directions.
2. Walk at all times.
3. Walk on the right side of the hall.
4. Keep hands, feet, and all objects to one's self.

CAR LINE REGULATIONS

1. All students will wear a car tag noting their name, teacher's name, and current phone number.
2. All students may be dropped off beginning at 7:20 and must be picked up by 3:30.
3. Sit or stand facing the street and watch for your car.
4. Food, drinks, and gum are not allowed.
5. Keep hands, feet, and all objects to one's self.
6. Groups stay together with oldest child.
7. Keep all items in bag, backpack, or held together in arms.
8. Students are not allowed to go back into the building from the car line.
9. Students are not permitted to go to the car line until an adult is present.

BUS LINE REGULATIONS

While waiting on the sidewalk for the bus, fill in the wall space before beginning a second or third row. Do not stand until the bus has come to a complete stop and the adult has dismissed you one row at a time.

1. You may not go back into the building from the bus line.
2. You may not chew gum or eat candy or food while in the bus line.
3. Keep your hand, feet, and other objects to yourself.
4. Keep all items in a bag, backpack, or held together in your arms.
5. Students must bring their bus tags to school each day. They shall be worn around the neck when leaving school. Students must notify the teacher first thing in the morning if they do not have their tag.

Disciplinary Action for Bus Rules

1st Referral- Parent notification/Student not allowed to ride bus one (1) day
2nd Referral-Parent notification/Student not allowed to ride bus three (3) days
3rd Referral-Parent notification/Student not allowed to ride bus five (5) days
4th Referral-Parent notification/Student not allowed to ride bus ten (10) days
5th Referral-Parent notification/Recommend termination of bus privileges

Playground Behavior

Students will be expected to observe the following guidelines:

1. Follow directions of all personnel.
2. Play in assigned areas.
3. Use play equipment properly (ex-go down the slide-not up).
4. Keep hands and feet to one's self.
5. Do not throw harmful objects. (Ex: rocks, gravel, etc.)
6. Line up quietly at designated spot when bell rings or when whistle is blown.
7. Tackle football, karate, wrestling, and baseball are prohibited.
8. Play with balls and frisbees well away from building and equipment.
9. Stay off of covered porches.
10. Fighting or "play fighting" is not allowed.

All problems should be reported to duty teachers/supervisors. Duty teachers/supervisors will handle routine misbehavior by the removal of students from play for the remainder of recess or the play period. These students misbehaving will be reported to their classroom teachers. Classroom teachers will be responsible for the discipline of these students.

LUNCH ROOM REGULATIONS

1. Walk in single file, keep hands and feet to self.
2. Speak softly to your neighbors.
3. Get all implements as you go through the line and carry tray with both hands.
4. Visit quietly with your side-by-side neighbors, not students in line.
5. No playing with or throwing food.
6. Put paper trash in empty carton and always walk to dump line.

Teachers will notify the parent after each cafeteria discipline form is given to a student. After a student has received five (5) cafeteria discipline forms, action will be taken.

REPEATED FAILURE TO DO HOMEWORK OR CLASS WORK

The student will receive half credit on each assignment he or she fails to turn in to the teacher in a timely manner. Agenda books/homework folders are sent home on a daily basis and contain information about homework assignments and other events pertaining to your child. These are powerful tools for communicating between school and home. Parents are to make certain that homework assignments are completed. Once the assignment is completed, please sign the current day's page in the book or folder.

Student Dress and Grooming

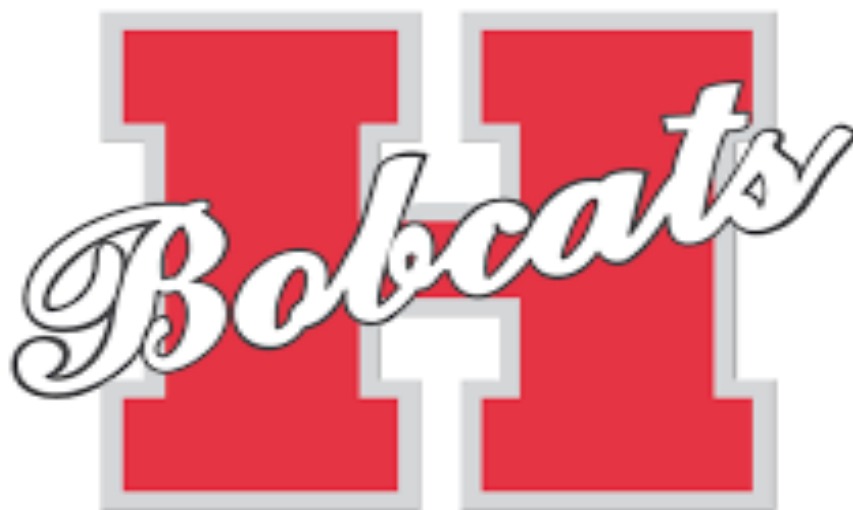
In addition to the dress and grooming rules, students should abide by the following:

1. A student will not wear or use emblems, insignias, sagging pants, badges, or other symbols which are gang related or which cause substantial disruptions or interference with the operation of the school.
2. All students must remove caps or hats upon entering the building. Exceptions will be made on hat day and western day.
3. Students will not wear clothing that exposes underwear, buttocks, or breasts.(Act 835)
4. Shorts must be worn under skirts and dresses.
5. For the safety of your child, students must wear tennis shoes for P.E.
6. Do not wear shoes with wheels (skating shoes).

Beryl Henry Elementary School

PARENT-STUDENT HANDBOOK

2018-2019



BERYL HENRY ELEMENTARY SCHOOL

BERYL HENRY ELEMENTARY SCHOOL

Dr. Roy Turner, Principal
Cleytus Coulter, Assistant Principal
Christi Sullivan, Counselor

Our goal is to create a safe, secure and supportive learning environment that will develop students into productive citizens who will make positive contributions to our changing society.

Student Motto

I want to be somebody
I can be somebody
I will be somebody
Because I am somebody!

Handbook Committee

Roy Turner-Principal
Cleytus Coulter-Asst. Principal
Christi Sullivan-Counselor
Linda Rowe-Admin. Assistant
Cathleen Collins-Teacher
Suzanne Watkins-Teacher
Brandy Robinson-Parent
Brigit Newsom-Parent
Blanca Salazar-Parent

BERYL HENRY ELEMENTARY SCHOOL

PHILOSOPHY

“You can be anything you want to be, but you must first want to be something.”

BERYL HENRY ELEMENTARY SCHOOL MISSION STATEMENT

It is the mission of Beryl Henry Elementary School to provide all students with opportunities for a quality education through collaborative efforts with families and community members.

STAFF MOTTO

“Preparing our students of today for successes of tomorrow.”

ACCESSING STUDENT INFORMATION VIA eSchool APP

We have a new feature called the *eSchoolPlus Family App*. The app can be downloaded from the iPhone’s App Store or the Android’s Google Play Store. The app allows parents and students to view attendance, classwork, calendar events, grades, and even email teachers by tapping the teacher’s name. This app also includes a Notifications option that allows parents and students to see alerts that were previously sent by email. The app uses the parent’s/students **HAC** login and password.

Select Your School District

The first time you open the eSchoolPLUS Family app, you'll need to select the district. You can search for the district by name and state or by zip code but it is recommended to use the zip code to search.

To search for districts near a zip code:

1. Tap Enter Your District’s Zip Code.
2. Enter the zip code.
3. Tap Search.

To search by district name:

1. Tap District Name/State.
2. Enter the district's name in District Name.
3. Select the school district's state.
4. Tap Search

Log into eSchoolPLUS Family App

The user name and password for Home Access Center and the eSchoolPLUS Family app are the same. If you do not have a user name and password, contact the school your child is enrolled.

1. Enter your Home Access Center user name.
2. Enter password.

Save your user name so you don't have to enter it next time. Use the Preferences option to turn on the Save Username setting.

**BELL SCHEDULE
2018-2019**

7:20 AM		Arrival
7:45 AM		Class Bell
8:00 AM		Tardy Bell
3:00 PM		Car Line Bell
3:05 PM		First Bus Bell
3:10 PM		Second Bus Bell

3:15 PM		Last Bus Bell
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MISSION STATEMENT

It is the mission of Beryl Henry Elementary School to provide all students with opportunities for a quality education through collaborative efforts with families and community members.

Our goal is to create a safe, secure, and supportive learning environment that will develop students into productive citizens who will make positive contributions to our changing society.

STUDENT MOTTO

I want to be somebody
I can be somebody
I will be somebody
Because I am somebody!

STAFF MOTTO

“Preparing our students of today for successes of tomorrow.”

BERYL HENRY ELEMENTARY SCHOOL PHILOSOPHY

“You can be anything you want to be, but you must first want to be something.”

SCHOOL UNIFORM DRESS CODE

Dear Parents,

The following is the required dress code at Beryl Henry. Please make sure that your child adheres to the following dress code rule.

1. Slacks/pants, skirts, skorts, shorts, jumpers, and capris. *2 colors-----Navy & Khaki

Uniform pant material is defined as cotton twill and chinos. Shorts and skirts can be no shorter than 2 inches above the knee. No khaki or navy blue jeans, jean-style (no denim), cargo pants, cargo style or overalls. No stretch, sweat or any other pants that do not conform to uniform rule. **NO LEGGINGS.**

2. Shirts, sweaters, sweatshirts, and vests. *3 colors---basic colors: red, navy, and white. optional color---light blue. *Shirts are either to be oxford, knit polo style, turtleneck or mock turtleneck of uniform colors. *Collars must be on shirts, under sweatshirts, and sweaters of uniform colors. * **No pullovers. Jackets must be zip up and button up type jacket.** Shirts must be tucked in and regular belts must be worn. No huge detachable belt buckles.

3. Shoes---For playground safety, no backless shoes (slides), no house shoes, no ballet style shoes, no high heels, snow boots, etc. may be worn. Socks (plain crew socks, no logo) must be worn with all shoes. **No mixed match socks. Shoes must be tied.** Shoe straps must be inserted into the proper place.

4. Students are not allowed to wear jackets, sweaters, sweatshirts or coats around their waist.

5. NO off colored Hair or patches of colored hair.

6. No artificial nails at anytime.

SPECIAL NOTE TO PARENTS: Daily Dress Schedule

To display more unison in our uniform colors on a daily basis for the academic school year at Beryl Henry, we are asking parents to allow their child to reinforce the dress code by adhering to the daily dress schedule listed below. Although, this daily dress schedule is not mandatory, we do ask if you will support our efforts while we move toward more school cohesiveness, unison, and school pride as students wear their school colors. Your cooperation would be greatly appreciated.

Monday---White Shirt & Khaki Slacks/Pants, skirts, skorts, shorts, jumpers or capris.

Tuesday---Red Shirt & Navy Slacks/Pants, skirts, skorts, shorts, jumpers or capris.

Wednesday---Navy Shirt & Khaki Slacks/Pants, skirts, skorts, shorts, jumpers or capris.

Thursday---White Shirt and/or Light Blue & Navy Slacks/Pants, skirts, skorts, shorts, jumpers or capris.

Friday---Red Shirt & Khaki Slacks/Pants or School Shirt with, skirts, skorts, jumpers, or capris.

Student Dress and Grooming

In addition to the dress and grooming rules, students should abide by the following:

1. A student will not wear or use emblems, insignias, sagging pants, badges, or other symbols which are gang related or which cause substantial disruptions or interference with the operation of the school.

2. All students must remove caps or hats upon entering the building. Exceptions will be made on hat day and western day.
3. Students will not wear clothing that exposes underwear, buttocks, or breasts.(Act 835)
4. Shorts must be worn under skirts and dresses.
5. For the safety of your child, students must wear tennis shoes for P.E.

AGENDA BOOK

Students' daily behavior and assignments will be communicated to parents by using agenda books. It is the student's responsibility to record daily assignments. Parent/guardian will verify that students have completed the assigned work by signing in the proper place each day. Each teacher's agenda book rules will be included in classroom rules at the beginning of each year. Agenda books are required for each child. If a student loses an agenda book, he/she will be required to purchase another agenda book. Students are not allowed to erase teacher comments to parents/guardian or to tear out pages from the agenda book.

ARRIVAL and DISMISSAL

Car riders should be dropped off in the car line no earlier than 7:20 a.m. No duty personnel are present before that time. * Parents must sign students in if coming to school after 8:00 am. If student is constantly tardy, these tardies will be reported to proper authorities. No bus changes or checkouts will be made after 2:30 pm. The office or teacher must be notified by calling or note to the school. **Please update phone numbers and home information as soon as it changes.**

Boys to Men & Girls with Goals Program

The purpose of the Boys to Men and Girls with Goals Programs are to promote good citizenship, character, academic success, respect, integrity, honesty, responsibility and respectfulness. The ultimate outcome is for Beryl Henry staff members, students, parents and community members to help develop students into productive citizens who would make positive contributions to our changing society.

Criteria:

1. Students shall display good citizenship with no more than one discipline referral per semester (if a student receives one discipline referral, they will be put on probation).
2. Two discipline referrals per semester will result in a dismissal from the program.
3. Students can automatically be dismissed from the program if they continue to display inappropriate behavior that is detrimental to the school setting.
4. Students must maintain a grade point average of a 2.5 or higher (If students drop below 2.5, they will have 4 ½ weeks to bring up their grades or be dismissed from the program).

***Exceptions can be made by the building administrators on the GPA.**

5. Students can be nominated by themselves or any school staff member at Beryl Henry Elementary.

6. In order for a student to re-enter the program, he/she shall meet with the principal, teachers, sponsors and write a one page narrative on why he/she should be accepted back into the program. The decision will be made by the building administrators, teachers and sponsors.

LEADERSHIP COUNCIL

Leadership council is a sixth grade organization dedicated to building leadership. Students will be recommended by classroom teachers based on leadership and scholarship. The students must make and maintain no lower than a “C” in core subjects. The students must maintain no lower than a “B” in conduct. Members of the Leadership Council MUST set good examples for the student body. Excessive disciplinary action may disallow participation. Excessive is determined by the principals. An example would be continuous office referrals. This is a WORKING organization, not a social club. All members are expected to contribute and help maintain the dignity and integrity of the organization.

BICYCLES

Students are permitted to ride bicycles to school. One unsupervised bicycle rack is provided on the west side of the building. Students should use car line drive way to and from school. They will leave on the third bell at 3:15. Student should bring own lock for security of their bicycle. The school cannot assume any liability for loss.

PARTIES AND REFRESHMENTS

Two scheduled parties will be held for grades 5th and 6th (Valentines and Christmas). No birthday parties will be CELEBRATED at school. Purchased food items may be provided by parents for parties. NO HOME BAKED FOOD ITEMS MAY BE PROVIDED. (HEALTH REGULATION)

AUDIO EQUIPMENT

A student shall not possess I-pods, mp3 players, cd players, handheld devices or any other type of electronic equipment on the school campus. If these items are confiscated, parents must pick them up in the principal’s office. **NO cell phones.**

CAFETERIA RULES

If food is brought to lunch by student or parent, it is not to be shared with other students.

TEXTBOOKS

Textbooks are assigned each year to Beryl Henry students. Textbooks are provided free through the taxpayers of Arkansas; therefore, students are solely responsible for their textbooks. Fines are assessed for unnecessary markings, cover and binding damages, torn or loose pages, decals, water damage, unnecessary abuse, or neglect. Books that are lost or damaged will have to be paid for before another book is issued.

FIRE AND EVACUATION PLAN

During a fire or fire drill, 3 short bells will sound throughout the building.

Teachers in classrooms will take students out of the building in an orderly manner through the outside door on each of their halls. Students should be taken a safe distance from the building.

If teachers are on their conference period, P.E. Aides will be responsible for taking the students out of the building. Teachers should find their classes and remain with them until the building is safe or they have been instructed to return to the building. Teachers should always take their roll book with them and check roll.

If children are in the cafeteria, teachers and aides on duty will dismiss the students out each exits of the building. Teachers should immediately find their class and remain with them.

When building is safe for re-entry or drill is complete, a short bell will sound to let everyone come in the building. A fire evacuation diagram will be posted in each room of the school to show evacuation plan for that room.

SEVERE WEATHER PROCEDURES

I. CODE GREEN—WEATHER ALERT

A. The words “Code Green” will be announced over the intercom when weather is severe and/or tornado is possible.

1. All students and teachers are to return to their classrooms immediately. P.E. aides will stay with their class even after the teacher returns.
2. Be prepared to take cover when the alarm sounds.

I. TORNADO WARNING

A. Alarm—One long bell

1. All students will **move to school’s safe room** and take cover when alarm sounds.
2. Students will assume correct position and follow all safety rules.

I. TEACHER RESPONSIBILITIES

A. Code Green

1. Check roll and keep a record of the students who have been checked out by parents (grade book).
 - B. All students must be checked out through the front office before leaving. You will get a call from the office or the parent will have a note from the office.
 - C. Review the tornado drill procedures with your students and prepare them for the possibility of severe weather.
 - D. Prepare your students for the possibility of no electricity. You may want to keep a flashlight in your room.
- II. Tornado Warning—Code Green
- A. Make sure your students have **moved to school's safe room**, taken cover and are protected.
 - B. Stay with your class.
 - C. Keep your grade book with you for attendance.
 - D. Take cover.

BOMB EVACUATION PLAN

Office personnel will be responsible for verbal communication to each hallway and portable building. Teachers will be notified to clear buildings. Teachers should line students up, get roll book, paper and pencil, and take their students outside to the east/west fence and proceed north to open field of Oaks Apartments.

1. If teachers are on their conference period, P.E. aides will be responsible for taking the students to the fence. Teachers should find their class and remain with them until the building is cleared and they have been instructed to bring the students in.
2. Students are never to be left unattended. They should remain as a class with their teacher or the adult in charge of them at all times.
3. Students are not to be released to anyone until teachers are instructed by principal or the vice-principal. Once teachers have been told, then parents are to sign paper or roll book in back for documentation.
4. After classes have been dismissed, it is the responsibility of the administration to make sure the building is clear.
5. In case of long term evacuation, all students will be bused to the high school stadium or gym. If high school is involved in the threat, students will be bused to a designated site. Students will be dismissed at end of regular school day unless otherwise announced by local radio stations---KXAR 1490 AM or KHPA 104.9 FM

1. ACTIVE/SHOOTER LOCKDOWN

*Notify the principal/designee of any suspicious behavior, dress, threats or weapons. Call 911.

- *Instruct students/staff to lie on the ground/floor and cover head until they can move to a more secure place.
 - *When it is safe to move, students and staff should go directly to the nearest room and lock the door.
 - *Check roll and indicate any discrepancies.
 - *All witnesses should be taken to the designated location so authorities can question them.
 - *A staff member should record the names of witnesses and names of injured as well as to which hospital they were taken.
- *Counseling teams will be available at a location away from the shooting.
- *Notify the superintendent, who will notify the media if needed. Faculty are not to release any information to the press.

INTERVENTION CRISIS CLASSROOM: GRADES 5-6

The Intervention Crisis Classroom is a special classroom provided for students who have behavior problems and would otherwise be subject to suspension or expulsion.

Assignment to the Intervention Crisis Classroom is to give students time to consider their behavior while keeping them involved in study. Isolation from the student's classmates and normal school routines is an important part of the process. The general operational procedures are as follows:

- A. Only the principals may assign or remove students from the Intervention Crisis Classroom.
- B. Assignment to the Intervention Crisis Classroom will be for a minimum of one (1) day. One day is defined as a period from 7:45 a.m. to 3:05 p.m.
- C. Students will not be permitted to enter the regular classroom during their assignment to the Intervention Crisis Classroom unless authorized by the school principal.
- D. The Intervention Crisis Classroom teacher may recommend additional time to be spent in the Intervention Crisis Classroom if the student's behavior warrants.
- E. Students may be suspended for misbehavior while assigned to Intervention Crisis Classroom.

BHE PARENTAL INVOLVEMENT

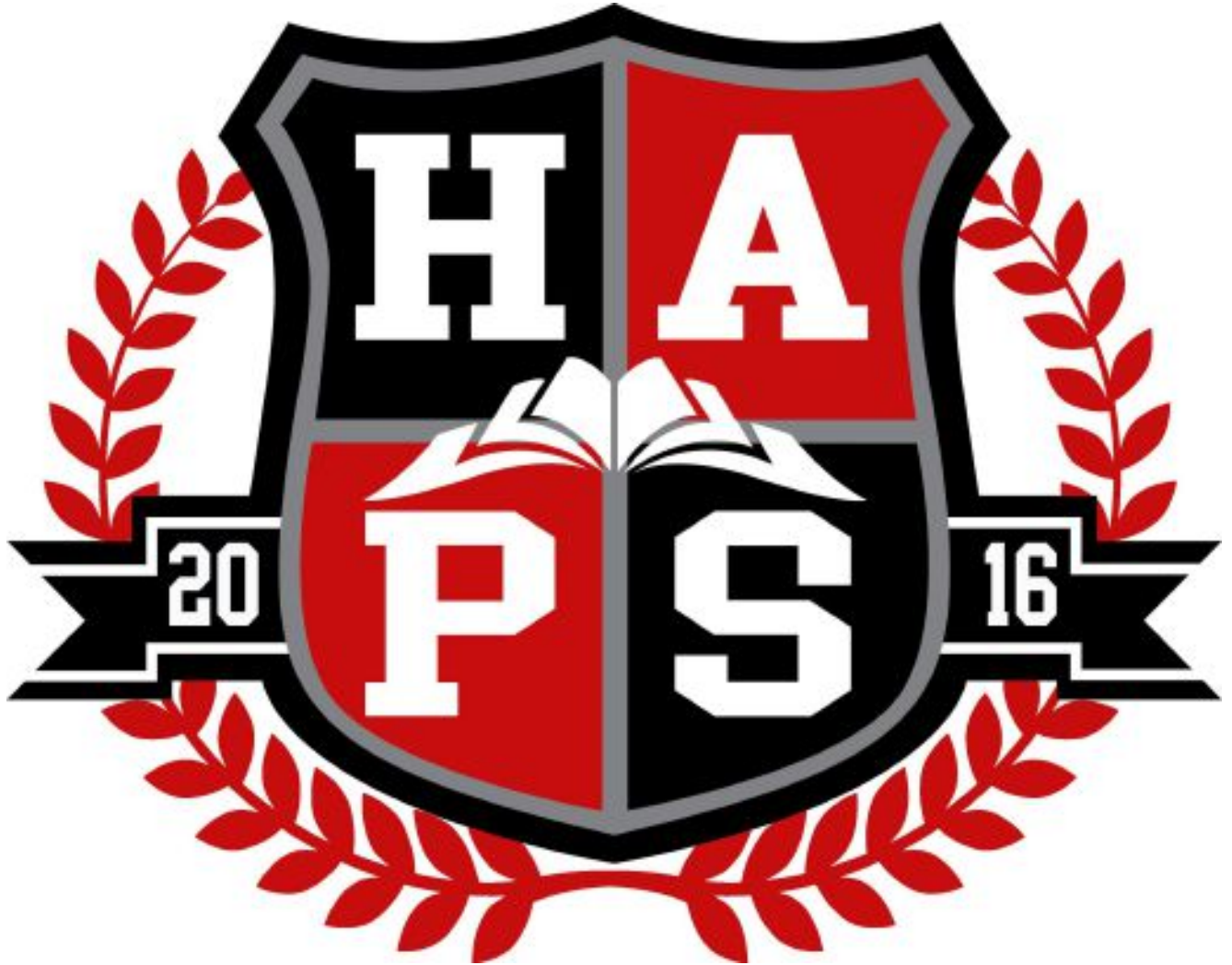
Beryl Henry Elementary School is committed to the goal of providing quality education for every child in this district. To this end, we want to establish partnerships with parents and with the community. Beryl Henry Elementary intends to include parents in all aspects of the district's programs.

The goal is a school – home partnership that will help students in the district succeed.

Beryl Henry Elementary will:

1. Convene regular meetings, at a convenient time, to which all parents are invited and encouraged to attend, to inform parents of the school's programs and policies and their right to be involved. We will also have feature programs throughout the school year.
2. Provide parents with school performance profiles and their child's individual student assessment results, including an interpretation of such results.
3. Provide a description and explanations used to measure student progress and proficiency levels that students are expected to meet.
4. Offer timely responses to suggestions made by parents.
5. Maintain a parent resource center to provide educational materials to help parents work with their children to improve achievement.
6. Provide opportunities for parents to hear child development and child rearing issues that are designed to help parents become full partners in the education of their children.

**Hope Academy of Public Service
Parent-Student Handbook
2018 - 2019**



Hope Academy of Public Service Handbook

Vision

Provide a high-quality education that creates compassionate, responsible citizens in an increasingly diverse society who have clearly defined college and career goals and are prepared to complete those goals as they move on to high school.

Mission

HAPS exists to empower all students through meaningful innovation to discover and reach their full potential academically, socially, and vocationally.

HAPS Staff will inspire students to explore, create contribute and achieve. We will:

- maintain a student-centered educational environment designed to meet the academic and social needs of our students,
- foster a sense of identity and healthy self esteem
- develop a spirit of responsibility
- teach cooperation with and concern for others
- Support the greater mission and vision of the school

Students will be provided with an education that

- challenges them academically
- helps them recognize their uniqueness
- prepares them for responsible citizenship
- teaches them responsibility and appropriate conduct so that they become lifelong learners and independent thinkers.

We recognize that this endeavor is a shared responsibility of student, home, school and community. We strive to involve all stakeholders.

School Motto: Develop a Community. Plan for College. Pursue a Career.

HAPS VALUES:

** RESPECT * INTEGRITY * AMBITION * PERSEVERANCE * COMMUNITY INVOLVEMENT*

THE HAPS STUDENT COMMITMENT TO EXCELLENCE

RESPECT

Respect is Given and Received: My teachers care about me and my future. I never talk back, roll my eyes, or suck my teeth. My teachers are here to help me be my best, so I treat them with TOTAL RESPECT. In return, my teachers give me respect. The culture at HAPS Academy is one of Mutual Respect.

Be Nice: I treat my peers as I wish to be treated. I never tease, laugh at, or put down others.

Patience Pays: I raise my hand to speak during class. Calling out is disruptive.

Be on Time: Arrive on time every day. Remain at school throughout the instructional day. Come to school every day to learn.

Keep it Clean: I keep my desk area, my classrooms, our bathrooms and the rest of the school spotless. I pick up trash any time I see it.

ENTHUSIASM

Jump To It: I follow all directions the first time. I will ask my teachers for help when I need it both in class and outside of class.

Focus: I commit two eyes, two ears, and one brain to learning. I watch the teacher and participate actively in class.

Bring an A+ Attitude: I'm excited to climb the mountain to college. I always bring a positive attitude. I never whine, pout or act out when things don't go my way.

ACHIEVEMENT

Top Quality: I do my absolute best on all assignments. I never rush through my work. My homework and classwork are always neat and complete. I will make sure my parent/guardian signs my agenda. I will give 100% every day.

Mastery: I am constantly mastering new standards. My grades and test scores show dramatic gains.

Spark: Sitting up straight, Paying Attention, Asking and Answering questions, Reacting to show I'm following along, and Keeping track of the speaker.

CITIZENSHIP

No Excuses: I take responsibility for my actions. I admit when I am wrong, and I apologize to the people I let down.

Be Honest: I tell the truth at all times. I never lie.

Be the Best: I will always work, think and behave in the best way I know how. I will do whatever it takes for my fellow teammates and me to learn. Every day, I will be the best student and person I can be.

Be Reflective: If I make a mistake, I will use reflection to make a better choice next time.

Be a role model: I will uphold the high expectations of HAPS at all school related events on and off campus.

Help Others: I am part of the HAPS community. I celebrate the achievements of others and always look for ways to support my community members.

No Bullying: I will not bully, nor will I be a bystander to bullying. I will not accept being bullied, nor will I be a witness to bullying in any way, shape or form.

HARD WORK

Bring My Tools: I come to class with all necessary materials. I come to school every day and I am never late. I wear my clothing properly at all times.

Act Like A Scholar: Climbing the mountain to college is not easy. To get to college, I must do all my work and treat each class like a priceless gift. I will follow all teachers' directions and school rules.

Parents'/Guardians' Commitment

We will make sure our child arrives at HAPS everyday on time.

We will make arrangements so our child can remain at HAPS throughout the day and to be picked up on time.

We give permission for our child to participate in supplemental instruction as needed.

We will commit to participating at HAPS by volunteering in a variety of ways, including attending parent teacher conferences, family workshops, and other school-related activities.

We will do all we can to support our child and the commitment he/she has made to attend HAPS.

We will partner with the teachers and staff of HAPS to help our child excel in school, both academically and behaviorally.

We will always help our child in the best way we know how, and we will do whatever it takes for him/her to learn.

We will review your child's homework every night and let him/her call a classmate or teacher if there is a question and/or problem with the homework.

We will review and sign our child's classroom incentives, progress reports and other documentation and ensure that it is returned to the school in a timely manner.

We will read carefully and sign (if necessary) all the papers the school sends home to us. We will ask questions if we have them.

We will always make ourselves available to our children and the school and address any concerns they may have. We will meet regularly with teachers to discuss your child's progress.

We will notify the school no later than the beginning of the school day if our child will miss school.

We will allow our child to go on HAPS field trips.

We will make sure our child follows the HAPS dress code.

We will always act in a professional manner when speaking with all people in our school community.

We will help your child prepare for high school, college and life by supporting him/her and encouraging him/her to adhere to his/her commitment to excellence.

We are responsible for our child's behavior, as well as our own.

Teachers' Commitment

We will arrive at HAPS every day on time and remain throughout the instructional day.

We will always teach in the best way we know how, and we will do whatever it takes for every single one of our students to learn.

We will plan and execute rigorous lessons to prepare our students for success in high school, college and in life.

We will hold all of our students, parents, fellow staff members, and ourselves to HAPS' high expectations.

We are committed to results.

We will collaborate and plan with colleagues on a regular basis.

We are committed to our own professional growth and constant learning. We will give each other feedback regularly and seek out professional development opportunities.

We will make ourselves available to the questions, concerns, or suggestions of our parents through scheduled meetings and phone calls.

We will make ourselves available to students, parents, and fellow staff members via phone and email in the evenings.

We will provide opportunities to parents/guardians to volunteer and participate in their child's classroom.

We will regularly provide parents with updates on their children's progress via classroom incentives, progress reports, report cards, web pages and other electronic communications.

We will always act in a professional manner when speaking with all people in our school community.

We will strive to be the best teachers we can be, modeling excellence and taking no shortcuts in preparing our students for success in high school, college and in life.

We will ensure the safety of all students under our supervision.

We will follow the HAPS Dress Code and norms for Professionalism.

We are responsible for our own behavior, and will accept responsibility for our own actions.

The HAPS Common Picture

Common Routines and Procedures to Ensure We are All on the Same Page, Headed in the Same Direction

HAPS Home Access Center (HAC):

Through this electronic portal, parents/guardians will have access to attendance, discipline, grades, teacher calendars and other facets of school life. This will allow us to be a “paperless” campus in many ways and will serve as a primary means of communication. Through the teacher portal in HAC, assignments, projects, calendars, activities, etc will be available to parents/guardians as well as students. Usernames and Passwords for HAC will be provided during our Open House/Meet the Teacher night. We will provide a training for parents/guardians to set up their HAC notifications during the first two weeks of school.

HAPS Student Agendas:

Each HAPS student will be provided an academic agenda/planner the first day of school. This resource is provided for students as a means of keeping up with school work, documenting assignments, securing a place to take home notes, flyers, and messages from HAPS staff and provide parents a visible means of student responsibilities and expectations in all courses. Should a student lose or misplace his/her agenda, another one can be purchased by parent/guardian.

HAPS Students Entering the School:

Students may not arrive at school before 7:15 in the mornings. Students will enter school in proper dress with hats or hoods off. Students smile as they enter the cafeteria or classroom, and show respect by greeting staff and classmates by saying “Good Morning.” Students will take their trays to their assigned classroom and eat breakfast. When finished eating, students will throw all trash away in the trash and/or recycling bins located in the hallway. Students who arrive in a personal vehicle will enter the campus from the 7th Street parking area/car rider gate. Students who arrive by school bus will enter the campus from the Washington Street/bus rider gate.

HAPS Students During Morning Routine:

Students will stand for the Pledge of Allegiance and other classroom routines.

HAPS Students Proper Dress:

HAPS students make a great first impression by looking sharp in their daily attire. Here’s the deal: clean, unstained clothing. Each student must wear a HAPS approved shirt (polo, button-down or other appropriate shirt, sweatshirt, sweater etc.). Students will wear slacks or shorts at knee length made of cotton twill, denim or chinos fabric (no “jeggings”, leggings, stretch, sweat, pajama or other pants that

do not **conform** to these rules) with a belt. No article of clothing should have holes and at no time should there be any skin exposed that is covered by proper dress.

No house shoes, flip flops, slides, high heels, shoes with lights/sound, or shoes with wheels may be worn. Shoes with laces must be tied or straps fastened appropriately. Jackets, sweaters, sweatshirts or coats may not be worn around the waist. Hoods and hats are not allowed indoors.

HAPS Students Who are Absent from School:

Attendance in school is mandatory and vital to the success of HAPS students every day. When a student is absent from school for any reason he or she is responsible for the work missed. All notes regarding school absences are to be turned into the HAPS Office upon return to school. Upon return to school students must see each teacher to get the assignments missed and must make up the work within one school day for every day missed. HAPS students take responsibility for their learning and this is seen even when they are absent. All HAPS staff will be notified daily of all student absences. Through HAC, parents/guardians will have access to daily attendance of their student. On the 5th day, a certified letter will be sent from the District Office. On the 10th day, an additional certified letter will be sent from the District Office and the student will be referred to the prosecuting authority and the parent, guardian or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Absences that are not charged against the allowable number of absences are those outlined below as prescribed by law:

- Days missed due to in-school or out-of-school suspension
- Official school business
- FFA, FHA, or 4-H sanctioned activity
- Participation in election poll workers program (high school students)
- Serve as a page for a member of the General Assembly
- Visit a 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
- Purposes pre-approved by school-administration such as visiting prospective colleges, to obey a subpoena, or to attend an appointment with a government agency
- Due to the student having been sent home from school due to illness

HAPS Students Who are Late to School:

Being on time is mandatory and HAPS students value every moment of the school day. When a student is late to school, he/she must check in at the HAPS Office before proceeding to class. Late students will enter the classroom in the least disruptive manner possible. Any student who is **more than 5 minutes** late for class is considered tardy; Any student who is **more than 10 minutes** late for class is considered absent.

HAPS Students in the Hallway:

When students are in the hallway they will walk to the right. Students get from class to class quickly, minimizing issues and maximizing instructional time. Students will not touch one another, will walk appropriately and will not touch the walls. Teachers who have an impending preparation period will act as hallway monitors between classes. These teachers will remain in the hallway into the first 3 minutes of their preparation period, to ensure students move to their classes quickly. When students get to their next class they are to enter the room silently.

HAPS Students Entering Classrooms:

Students will enter the classroom quietly, collect materials and/or equipment needed for the class session. Students will enter the classroom by saying “Good Morning,” or “Good Afternoon” to the teacher and will then go silently to their seats and begin the Do Now activity. Class begins immediately and students are to be on task the moment they enter the classroom.

HAPS Students in Class:

In each classroom, students are focused and on task and follow teacher set rules and procedures. Students should enter every class quickly and quietly, go to their desks, begin the Do Now/Warm Up activity, and have all necessary materials (pens/pencils/notebooks/binders) ready. Students sit with both legs underneath the tables, four legs of chairs on the ground, sitting up straight. No heads on desks or hands. Unless given permission or engaging in a discussion, students must raise their hands to speak. All students should participate actively, watch the teacher, take appropriate notes and respond to questions. Students do things when they are asked- right then, not 10 or 20 seconds later. If asked to stop, students do so immediately. Students respond appropriately to teacher corrections and do what the teacher asks (no talking back or rolled eyes etc.). Students are respectful to classmates and do not laugh at or put down other students. Students never say “shut up.” Students’ eyes track the teacher/speaker, and all students are facing forward during instruction. When working with partners or in groups, students remain focused and on task. Each class displays a sense of urgency.

HAPS Students Exiting Class:

Prior to being dismissed from class, students are to pick up any trash they see and place it in the garbage, and put all classroom materials and personal belongings away. When the teacher dismisses students, each student will push in his or her chair and will exit through the appropriate door.

HAPS Students at Lunch:

Students will walk quietly to the cafeteria. When students enter the cafeteria, each will proceed to line to get their lunch. Students will say please and thank you to the food servers. When finished eating, students will throw all trash away in the trash and/or recycling bins. Students who need to use the restroom during lunch must ask the permission of a HAPS staff member. Food and drinks are not permitted in the restrooms.

Parents who bring lunch to their child Monday-Thursday are **required** to stay and eat lunch with their child; parents are allowed to drop lunch off for their child on Fridays. Parents need to sign in at the office.

HAPS Students Going to the Bathroom:

Students understand that class time is sacred and that they should only ask to use the bathroom in emergency situations. Students will only be permitted to use the bathroom during assigned times and must ask teacher permission. If the teacher refuses to allow the student to go to the bathroom, the student is respectful and does not react poorly. If permitted to use the bathroom, students take the hallway pass, use the bathroom, return and go immediately back to class.

HAPS Students at Dismissal:

School will dismiss at 3:20 pm every day. Behavior at dismissal is extremely important to the community at HAPS. Through excellent behavior at the end of the day, HAPS students send the message that they understand that they are expected to live up to a set of high standards and values from the time they enter the building to the time they exit. Students get their belongings, put on jackets and sit down silently to await dismissal. Aside from their jackets, students will remain in uniform while on the HAPS campus. Students may not put on their hats until they leave the building. Classes will be dismissed one at a time. When a class is dismissed, students put their chairs up on the tables, and line up silently in the halls. Bus riders will exit through the doors at the end of the West Hallway Exit doors and proceed through the bus rider gate to the Washington Street exit; car riders will exit through the East Hallway Exit doors and proceed through the car rider gate to the 7th Street exit. Students are allowed to walk home from school only when written permission is on file in the HAPS Office. Students who walk home will exit campus via the Washington Street/bus rider gate. Students are not allowed to leave campus with another student or via a bus route other than their own without written permission being on file in the HAPS Office. Students are required to obtain a bus pass from the Office to ride any bus other than their usual route.

HAPS Students and Bus Behavior:

All HAPS students are expected to follow District Policies for proper behavior on school buses for daily transportation to and from school and any time they are transported to an event, field trip or other school activity. Should a student misbehave in any way on a school bus that leads to a write up by a bus driver or any school district personnel, he/she will be removed from the bus for a minimum of five days and parent/guardian will be expected to provide transportation to and from school.

HAPS Students Using Technology:

All HAPS students are expected to follow the Technology Use Policy. During the first two weeks of school, the staff will agree on technology monitors (and one alternate) for each class. When signed out by a teacher, student monitors will be responsible for getting appropriate technology ready for classroom use. All students will be provided with a Chromebook/iPad to use within classrooms and

only on school property. Use of computers is a privilege, one that can be taken away. Students will treat all technology equipment with respect. Students will log out and shut down laptops at the end of each lesson and place laptops back in the appropriate slot and cart. Students will make sure the laptop is plugged in/placed in charger when they return it to their cart. Students will be gentle with all equipment, and will ask a teacher for help if they are having trouble. Students must sign the Technology Use Policy Form by the end of the first week of school. Failure to adhere to the technology policy will result in behavioral consequences and loss of the privilege to use technology.

Morning Tests:

When a STAR or state assessment is being given, students will report to their first period class. There will be no club meetings when morning tests are being given. Students will spread out and sit in their assigned testing seat and will have pencils out by 8:10. Testing will begin at 8:15. Until all extended time tests are complete, students will remain in their first period class. If a test ends halfway through a period, students will remain in their first period class until the next period begins.

Hallway Monitors:

Students will not touch one another, will walk appropriately and will not touch the walls. Teachers that have an impending preparation period will act as hallway monitors between classes. These teachers will remain in the hallway into the first 3 minutes of their preparation period, to ensure students move to their classes quickly.

HAPS Students Placement Change/Withdrawal:

Students who do not maintain an average of 70% or higher in all core classes (Literacy, Math, Science and Social Studies) each semester they are enrolled at HAPS will participate in an interim assessment to determine grade-level ability and continued placement at HAPS. The School Counselor will schedule a mandatory parent conference to review the results of this assessment.

Students and parents have the option to withdraw from HAPS within the first 10 days of the semester and return to the campus that would be their traditional grade-level placement. After that 10 day time period, students will remain at HAPS until the semester ends and can transfer to the traditional campus between semesters. Withdrawal from HAPS will not have a negative impact on application in future years.

Students who do not conform to the rules, protocol and procedures at HAPS or who have repeated offenses that lead to After School Detention will be returned to their traditional campus. The HAPS commitment to excellence does not allow for ISS or OSS behavioral interventions or the classroom and learning environment distractions that lead to ISS or OSS interventions. Students in need of this level of behavioral intervention will be reassigned to their traditional campus. If said student(s) can indicate behavioral growth he/she can re-apply to HAPS for the next school year.

Students who are assigned to the CATS campus due to disciplinary infractions will not be allowed to return to HAPS.

Electronic Devices:

Any HAPS student who brings a cell phone to school must turn it off and place it in a locking Yondr pouch upon arrival on campus. Students are responsible for keeping their Yondr pouch with them all day but may place them in the pouch holders found in each classroom during class time. Upon dismissal, or if a student checks out early, the Yondr pouch will be unlocked. Students who neglect to place their cell phones in a Yondr pouch each time they have it on campus will be subject to disciplinary action and will lose the opportunity to have a phone at school. Every HAPS student will be REQUIRED to keep their cell phone turned off and in a Yondr pouch during school hours, whether on campus or attending a field trip or other school sponsored event, activity or learning experience.

No student should use any electronic device in the hallways, bathrooms, classrooms, etc. to contact any parent/guardian or other person. Any student who needs to make a call during the school day must come to the main office to make their phone call with permission.

HAPS Students Receiving Detention:

Certain behavioral offenses will result in after school detention. The student will serve detention the next detention day possible. The detention sessions must be completed within one week of the offense. Failure to complete in a timely manner will result in further disciplinary action.

These offenses include but are not limited to the following: frequent tardies, misuse of technology, unreturned technology in timely manner, dress code violations, disrespect, inappropriate language. Any and all detention may be given at the discretion of the principal.

It is the parent/guardian's responsibility to make arrangements for your student to be picked up no later than 4:15 with no exceptions.

Once a student receives three after school detentions, there will be a required parent conference and out-of-school suspension will be the result of other needed disciplinary actions. HAPS follows the Hope School District Handbook for major disciplinary infractions with the exception that we do not have In-School Suspension (ISS). Any infraction that indicates ISS in the District Handbook will result in Out of School Suspension for students on the HAPS campus.

BASIC DETENTION RULES:

- Report on time
- Bring study materials, homework, writing utensil
- I will not be allowed to talk, read magazines or sleep
- If I am disruptive or defiant I will be asked to leave, and more serious consequences will result.

HAPS Public Service

HAPS Public Service Program has been developed for the purpose of providing students opportunities to define their invaluable role in the life and welfare of their school and community.

- To develop social awareness that impels students to action, not only in school, but for life.
- To give our students the opportunity to give back to a society that has given them so much.
- To develop in our students what Alexis de Tocqueville called "habits of the heart" to help others in need.

HAPS students are active participants in a variety of service learning projects throughout the year. Grade level advisors guide students through fundraising efforts as well as the collection of goods for donation and service work. Possible community service endeavors and partners include but are not limited to:

- Race for the Cure
- Rainbow of Challenges
- Kiwanis, Lions Club and Rotary Club opportunities
- Angel Tree family adoption
- Canned food drive for Hope N Action
- Salvation Army
- Randy Sams Shelter
- Cards to Hospice and Arkansas Children's Hospital
- University of Arkansas Hope/Texarkana
- St. Jude's Hospital donations

HAPS Saturdays:

All HAPS faculty, staff and students will participate in public service one Saturday a month. These public service Saturdays will be assigned by grade levels for both the fall and spring semesters. Any and all parent or guardian participation in these public services are appreciated.

Any student that has a conflict with the Public Service dates must receive prior permission from the principal for their absence to be excused. However, these Public Service dates must be made up within a given time frame by the principal.

We understand emergencies can unexpectedly occur but they will be considered on an individual case-by-case basis at the discretion of the principal.

HAPS Extracurricular Activities and Clubs:

Chi Alpha Mu	Journalism	Archery	Girls/Boys Basketball
Beta	Student Council	Band	Cheerleading
FCA	Yearbook	Robotics	Football
FBLA			Girls/Boys Track

HAPS PARENTAL PERMISSION FORM

I GIVE PERMISSION FOR MY CHILD, _____, TO ATTEND ALL FIELD TRIPS WITH THE HOPE ACADEMY OF PUBLIC SERVICE. I FURTHER GIVE PERMISSION FOR MY CHILD TO BE TRANSPORTED TO AND FROM THE EVENTS BY HIRED DRIVERS AUTHORIZED BY THE HOPE PUBLIC SCHOOL DISTRICT.

Signature of Parent or Legal Guardian

Printed name of Parent or Guardian

Date

EMERGENCY CONTACT INFORMATION

Parent(s)/Guardian(s)

Name			Parent/Guardian Primary Phone Number
Street Address			Parent/Guardian Secondary Phone Number
City	State	Zip	Parent(s)/Guardian(s) Email address

Other Emergency Contact(s)

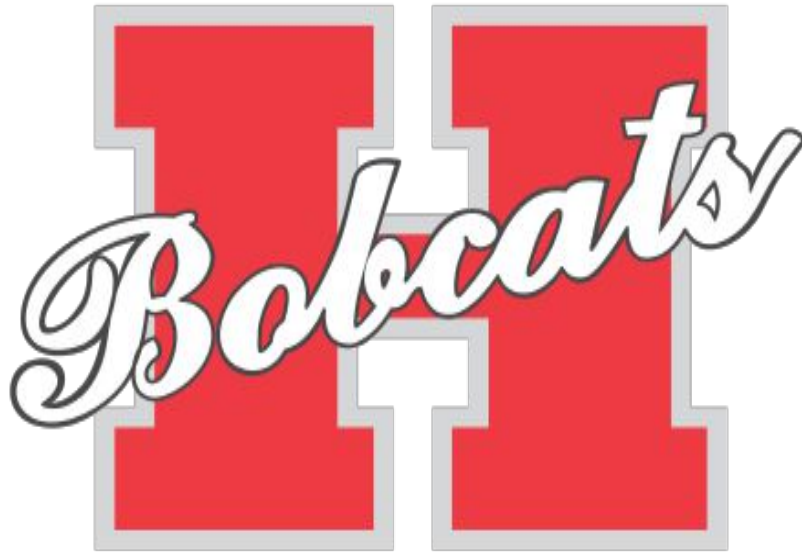
Name	Relationship to Participant	Phone

If a field trip occurs that you do not want your child to participate in, please send a written statement to the school.

YERGER MIDDLE SCHOOL

PARENT - STUDENT
HANDBOOK

2018-2019



Be **the Difference**

Hope Public Schools
Hope, Arkansas

Yerger Middle School Administration

Joselyn Wiley, Principal
Jonathan Turner, Dean of Students
Joyce Smith, Counselor

INTRODUCTION

The policies and procedures contained in this handbook are the results of a concerted effort on the part of the following listed faculty, parents, students, and administration.

Staff Handbook Committee

Joselyn Wiley - Principal
Lynette Clemons - Teacher
Latonya Bradley - Teacher
Melinda Strike - Teacher
Delma Stewart - Teacher

Every student at YMS will be given needed supplies to complete all assignments every day.

FOREWORD

This handbook is intended for the use by the students, parents, principals, and teachers of Yerger Middle School. Its main purpose is to set forth clearly the standards of behavior and the limits on behavior established by law and by board of education policies. Please do not hesitate to call or come by my office for any questions or concerns. I look forward to serving this community and helping your child grow in their academic endeavors.

Principal,
Joselyn Wiley

MISSION STATEMENT

Yerger Middle School is committed to providing each student a diverse education in a safe and supportive environment that promotes self discipline, motivation and excellence in learning. The Yerger Middle School team joins the parents and community to assist the students in developing skills to become independent and self sufficient adults who will succeed and contribute responsibly in a global community.

YERGER MIDDLE SCHOOL MOTTO

Be the Difference

VISION

World Class Students, World Class Learning, World Class Citizens

GENERAL INFORMATION

School Mascot - Bobcats
School Colors - Red and White

Office Hours: 7:30am - 3:30pm
Office Phone Lines: (870)722-2770 or (870)777-5134
Fax Number: (870)722-2707
Address: 400 East 9th Street

ENTERING THE SCHOOL

Doors are open to the students at 7:15am. Breakfast will be served from 7:30am until the first morning bells. Students are expected to enter in the building using Hall A to get to the cafeteria in proper dress with hats and hoods off.

SCHOOL DAY BEGINING AND DISMISAL

Students in Classrooms at: 8:00am
Dismissal from School at: 3:20pm
First Lunch: 11:10am-11:40am (Hall A)
Second Lunch: 12:05pm-12:35pm (Hall B)

DROP OFF AND PICK UP LOCATION AND TIME

Students should be dropped off in the front of the building each morning. Please do not drop off students before 7:15am. Please do not use the bus lane in the back of the school to drop off or pick up your student. There is no supervision for students after 3:45 pm. The pick-up of students on time is a standard that must be met.

BACKPACKS

Backpacks are not permitted to be left in the hallway. Place them under your desk or in a designated area in the classroom.

METAL SCANNER

The school reserves the right to use metal scanners for the protection and safety of its students and staff.

Yerger Middle School

Bell Schedule

2018-19

1st Period	8:00-8:50
2nd Period	8:55-9:45
3rd Period	9:50-10:40
4th Period	10:45-11:10 Advisory/Remediation
5th Period	Lunch Hallway A 11:10-11:40/ Class 11:45-12:35 Class 11:15-12:05/ Lunch Hallway B 12:05-12:35
6th Period	12:40-1:30

7th Period	1:35-2:25
8th Period	2:30-3:20 3:17- First Bell (Hallway A) 3:20- Second Bell (Hallway B) <i>Bus riders will be escorted to the cafeteria each day.</i>

STUDENTS RESPONSIBILITIES

Students have the responsibility to pursue their education at Yerger Middle School in a manner that shows respect for other students, faculty 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 conduct of the school. Students should follow the rules and regulations established by the Hope School Board of Education, Yerger Middle School, and guidelines established by teachers and school administrators. Each student is responsible for his/her own conduct at all times.

Student responsibilities for achieving a positive learning environment at school and school sponsored activities include:

1. Attend all classes daily and on time.
2. Be prepared for each class with materials and assignments.
3. Be properly attired.
4. Exhibit an attitude of respect toward others.
5. Conduct one's self in a responsible manner.
6. Refrain from violations of the code of student conduct.
7. Obey all school rules.
8. Seek changes in school policies and regulations in an orderly and responsible manner, through appropriate channels.
9. Pay required fees and fines, unless they are waived.

PARENTS OR GUARDIANS

Yerger Middle School parents will make sure their students arrive to school each day and remain throughout the day for the full educational experience. YMS parents commit to supporting their child socially, emotionally, and academically to ensure their child excels in schools. YMS parents will keep staff informed of any changes to phone contacts, addresses or other concerns that may be going on outside of school that may be affecting their child's academics or behavior. YMS parents will make sure that their child follows handbook rules concerning dress code and will be responsible for their child's behavior. Parents will notify staff of any prolonged illness so we may partner with them to ensure their child's academic needs are met.

PARENT CONFERENCES

Parents may make appointments for conferences with teachers, counselors, or principals by telephoning the school office.

TEACHERS

All teachers are responsible for the supervision of the behavior of all students in the school. This includes not only the students who are regularly assigned to the teacher, but also all other students with whom the teacher comes in contact. Each teacher is expected to maintain the kind of atmosphere and decorum that will promote the learning process, and to utilize sound techniques that seem appropriate. These techniques include conferences with students and parents, referrals to counselors at the school, and/or referrals to other supportive service personnel of the district (nurse, attendance caseworker, educational examiner, and psychologist).

PRINCIPALS

The principal or designee of YMS will explain 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 our school. In developing rules and regulations, the principal is expected to involve representatives of the teaching staff, the student body, and the patrons of the school. The principal or designee at YMS is responsible for conducting continued in-service education for all personnel on a regular basis and to interpret and implement established policies.

The principal or designee is authorized to assign students to detention, probation status, and to suspend or recommend the expulsion of students. The principal or designee is expected to inform the parents or guardians of any student whose behavior is in serious conflict with established laws, rules, and procedures.

SCHOOL SPIRIT

School spirit may be divided into three categories:

1. Courtesy toward teachers, fellow students and the officials of school athletic activities.
2. Pride in everything our school endeavors to accomplish and has accomplished.
3. Sportsmanship--The ability to win and lose gracefully. School spirit means loyalty to all functions of the school. Loyal students support their school and do their utmost to keep their scholastic and activity standards at the highest possible level.

EXTRACURRICULAR ACTIVITIES/CLUBS

FBLA	Noble Impact	Girls/Boys Basketball
Student Council	Choir	Cheerleading
Robotics Team	Band	Football
Builder Club	Girls/Boys Track	Student Voice

MORNING ANNOUNCEMENTS

Your complete attention is needed during announcement time. Announcements on the intercom will be made for emergencies and/or items of urgent nature. With the exception of emergency announcements, the intercom announcements will be made at the beginning of 1st period.

Each school day will begin with the pledge of allegiance, a moment of silence and any school business. Those not wishing to participate for religious or personal reasons have the right to do so. We ask that you are respectful to others and remain quiet while you are standing or sitting still in your seat.

TARDIES

Promptness is an important character trait that district staff are encouraged to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises student achievement. Students are considered tardy if they are not in their seats and prepared to learn (pencil, paper, book...). Tardies are ran in the office at least once a month, after 2 or more tardies consequences are given; minimum lunch detention and maximum out of school suspension with parent conference.

If you arrive late to school in the morning (more than 10 minutes), the student is considered absent for the class period and should report to the office to obtain an admission slip. Parents are encouraged to check the student in. If you arrive tardy to school in the morning less than 10 minutes, report directly to your first period class to be admitted with a tardy.

ABSENT FROM SCHOOL

Students are encouraged to obtain absentee admission slip in the front office between 7:30 and 8:00 in the morning. Students should have them signed by their teachers each period they were absent the previous day and then give them to their 7th period teacher. YMS will be doing a strive for five incentive each 9 week. For each student who has not missed more than five days cumulative for nine week and on-going for the entire year. YMS will have an incentive party for those students. Attendance at school and getting the education provided by HPS is important.

EXCUSED ABSENCES

Excused make-up work is permitted:

1. The student's illness or when attendance could jeopardize the health of other students.
2. Death or serious illness in their immediate family (parents/guardians, children, siblings, and grandparents).
3. Observance of recognized holidays observed by their faith.
4. Attendance at a medical appointment.
5. Exceptional circumstances with prior approval of the principal.
6. Participation in a school sanctioned activity.
7. Additional excused absences shall be granted to allow a student to visit his/her parents 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.
8. To obey a subpoena

Excessive absences may, however, be the basis for the denial of course credit, promotion, or graduation.

Unexcused absences not defined or not having an accompanying note from the parent or legal guardian shall be considered as unexcused absences.

When attendance could jeopardize the health of other students, the district reserves the right to require confirmation of the medical documentation through district communication with the medical personnel responsible for the documentation. If the district is unable to confirm or verify the absences an appointment with a governmental agency may be required.

MAKE UP WORK

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

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

Work may not be made up for credit for absences in excess of the number of allowable absences in a semester **unless** the absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

FUNDRAISING ACTIVITIES

All fundraising activities shall have the prior approval of the principal. Buying and selling of any items or services is prohibited unless authorized by Administration.

BULLETIN BOARDS

The bulletin boards are reserved for school use. Commercial advertising is not permitted. Neither are announcements for churches, social groups, or any other organizations unless announcements pertain to the whole school. Office approval must be secured before posting announcements on bulletin boards and/or anywhere on the campus.

ASSEMBLIES AND PEP RALLIES

A planned program of assemblies is provided to supplement and enrich the overall educational offerings at Yerger Middle School. The assemblies are planned to promote student talent and participation; develop worthy interest, to present important school and civic matters to the students, to bring outstanding personalities and cultural information to the students, and to enrich school spirit.

The presence of parents at assemblies is encouraged. Pep rallies and assemblies of this nature will meet in the gymnasium. More formal type assemblies will be held in the cafeteria. Willfully skipping an assembly, skipping without prior approval of principals or otherwise missing an assembly is a form of truancy or improper attendance and will result in disciplinary action being taken. A planned procedure will be used in taking classes to the gymnasium or cafeteria. Seating will be assigned by teachers/principals. Teachers shall sit with their students.

TELEPHONES

Telephones in the office are for school business. Students will not be called to the telephone during class periods except in case of emergency. Students must get permission from the principal, assistant principal, or secretaries in order to use the phone to call home for sickness or emergency. Telephone messages will not be delivered to students. If it is necessary for a parent to talk with their child, the students will be notified to call their parent.

THREATS

All threats (communicated intent to inflict physical or other harm on another student, public in general, or property) will be taken seriously by the administration. Students must be aware that uttering threats will lead to disciplinary action and can lead to serious criminal penalties. Based on the nature of the threat, the student could be suspended, with final action from the Threat Assessment Team's recommendation and law enforcement may be contacted. Penalties may include suspension, recommendation to alternative learning environment or recommendation for expulsion.

STUDENTS EXPECTATIONS IN THE HALLWAY

Students should stay to the right and passageways in the halls must not be blocked at anytime. Any blocking or disruption of easy passage will be considered a violation of school rules. Conduct in the halls should be reserved in that there should be no loud talking, shouting, or screaming; no running, pushing, or shoving, and no public display of affection. Students should keep to the right when passing at all times. Loitering (hanging out, visiting, talking ...) is prohibited in the halls and restrooms. Staff members will be at his/her door during class change to supervise student conduct in the halls.

STUDENTS GOING TO THE RESTROOM

Students are encouraged to use the restroom during passing periods, breakfast, and lunch. Leaving the classroom to use the restroom during instructional time will be addressed on a case by case basis. Students should remain respectful at all times. Students who leave the classroom should take the hall pass, use the restroom, and return immediately back to class.

CAFETERIA EXPECTATIONS

Breakfast and lunch are provided free of charge to all students in the Hope Public School system. In order to help and to show consideration for others, students are to follow these rules:

1. Tables, floors, and chairs are to be kept free from books
2. Enter one of the lines and keep your place without passing in front of others or crowding
3. Clear the table of your own dishes, paper, etc...
4. Walk! Do not run to the cafeteria
5. Keep talk and noise to a minimum
6. Always be polite to those who are serving you
7. Students must bring their own food or eat in the cafeteria. (NO COMERCIAL DELIVERIES)
8. ALL FOOD AND DRINK ARE TO BE CONSUMED IN THE CAFETERIA

VISITORS ON CAMPUS

Visitors are welcome in our school. For the safety and protection of our students and staff:

- All visitors must sign in at the front office and wear a visitor badge.
- Please use the front entrance.
- Visitors must return badge to the front office upon leaving the campus.

CHECK IN/CHECK OUT PROCEDURES

All students must check in and check out through the front office. Students are only allowed to leave with those adults listed in student's file.

DANCE/FIELD TRIP

Students attending any school sponsored dance or activity, either on or off campus, shall be governed by the rules and regulations of the school and subject to disciplinary actions. All YMS dances are for 7th and 8th grade students that attend YMS only. All dances will be from 6:00pm to 8:30pm unless otherwise specified.

FLOWERS AND GIFT DELIVERIES

Students will not be allowed to receive deliveries of flowers or balloons during the school year. An exception will be made for Valentine's Day.

LUNCH/FOOD DROP OFF

Parents may bring food to school for their child. All lunch deliveries must come through the front office. If the parent is wishing to eat lunch with their child a visitor's pass may be given. Students are not allowed to call out and have food delivered to the school from delivery services. Students may not receive food deliveries at the back of the school / through the bus line. Lunch times are: A Hallway: 11:10-11:40 and B Hallway: 12:05-12:35.

FOOD/DRINKS

No food or drinks can be consumed during or in between classes. Food and drinks should be consumed in the cafeteria during breakfast and lunch. All drinks must be in a clear container.

ELECTRONIC DEVICES

Once students are on the YMS campus they are **NOT to have visible any electronic device** (including but not limited to cell phones, ear buds, headphones, mini speakers, chargers ect...) until they board the bus or are off the campus in the afternoon. YMS does not assume responsibility for the loss or damage of these items if students choose to bring them to school.

AFTERNOON BUS/DISMISSAL PROCEDURES

Students who walk home or are picked up by parent we will exit through the front of the building. If you are a bus rider, you will report to the cafeteria and set at your designated bus table(s) until your bus comes. When your bus arrives you will exit by the doors closest to the band room.

RULES

1. Sit at designated bus area
2. Keep the talking to a minimum
3. Take a seat and remain seated till your bus comes
4. No cell phones or other electronic devices (including headphones and earbuds) are allowed at this time. If you need to call a parent please notify a teacher on duty.

LIBRARY

The library is open daily from 8:00am - 3:20pm. The library has books, magazines and pamphlets for assigned study and recreational reading. Established fines are charged for overdue materials. Because library books cannot be replaced for the original purchase price, any student who loses a library book will be charged the current replacement price of the book.

EMERGENCY PROCEDURES

Emergency evacuation plans are posted in each room. Students should study the plan and become familiar with it. During the evacuation/drill process there should be NO talking. The building level principal will give the signal when all students and staff can return to their classrooms.

Fire Drill - A series of three short continuous rings

Tornado Drill - 1 long and 2 short

Fire drills are done monthly by all buildings in Hope Public School system. Tornado drills shall also be conducted not fewer than four (4) times per a year with a least one each in the months of September, October, January and February. Students who ride school buses shall also participate in emergency evacuation drills at least twice each year. Other types of drills may also be conducted. These may include, but are not limited to: earthquake, act of terrorism, chemical spill, bomb threat, or lockdown/dangerous shooter.

GUIDANCE

Guidance services are available for every student in the school. These services include assistance with educational planning, interpretation of test scores, occupational information, career information, study helps, home, school and social concerns and/or any questions the student would like to discuss with the counselor.

LOST AND FOUND

Students who find lost articles are asked to take them to the lost and found department in the office. Students should mark personal items and clothing with complete identification (backpacks, shoes, coats, etc).

DROPPING AND ADDING COURSES

Every effort is made to schedule our students in those classes requested each spring. If changes are necessary, the drop/add forms will be completed by the counselor and placed in the teacher's mailbox. All changes must be approved by the building principal or school counselor. **NO CHANGES WILL BE ALLOWED AFTER FIVE DAYS OF EACH SEMESTER.**

STANDARDS OF CONDUCT

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school and not infringe on the rights of others. School staff has the authority and the responsibility to take customary and reasonable measures to maintain proper control and discipline among students placed under their care and supervision. Such measures may include the use of reasonable force in the exercise of lawful authority to restrain or correct students and maintain order. A student who is well informed concerning his/her rights and responsibilities, and the standards of behavior expected should not require disciplinary action.

LUNCH DETENTION AND DETENTION RULES

Lunch detention will be served in the cafeteria or library. The cafeteria will be notified of how many lunches will be needed for the day. Students will report to the library or cafeteria, be quiet when entering, NO talking to fellow students, take a tray and eat. Once students have finished eating, the lunch detention teacher will instruct them on how to access Achieve 3000 for the remainder of the lunch period. Any student not following lunch detention rules will be referred to the dean of students and more serious consequences will result.

YERGER MIDDLE SCHOOL DRESS CODE

- **Head Covering of any kind cannot be worn inside the building**
 - Exception: hair accessory headbands
 - No bandanas, dew rags, hair wraps, toboggans
 - No hoodies inside the building
- **Combs/Picks cannot be worn in the hair**
 - No metal picks allowed at school
 - No plastic picks
- **Shirts**
 - Cannot be see-through
 - Cannot be sleeveless
 - Cannot be cold-shoulder shirts
 - Cannot expose breast
 - No crop tops
- **Shorts/Dresses/Skirts**
 - Must reach the knee
 - Dresses worn with leggings or jeggings must reach the knee
- **Pants**

- Cannot show skin
- No sagging
- Jegging or leggings may be worn with a dress or shirt that meets the knee
- No pajamas
- **Shoes**
 - No shower shoes
 - No flip flops
 - No light-up shoes
 - No slides
 - No house shoes

Students are prohibited from wearing, while on the school grounds, during the school day, and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast. The final decision regarding apparel will be at the discretion of the principal or designee. If, in the judgment of the administration, a student's attire is a health hazard or a distraction to the educational atmosphere of the school, the student will be sent home to change before returning to school or may be assigned to ISS if the student does not have appropriate replacement apparel.

STUDENT MANAGEMENT PLAN YERGER MIDDLE SCHOOL

The following Student Management Plan will be used by Yerger Middle School for students in all grade levels who violate classroom, campus, or district rules of behavior.

Level One - Classroom

Step One: **Individual Classroom Management Plan**

Level Two - Team (Minor Classroom Violations Only)

Step Two: **Team Intervention and Parent Conference**

Teachers will report student information to the assistant principal through email.

Step Three: **Team Intervention and Referral to Dean of Students**

Teachers will notify the assistant principal and counselor of conference time.

Step Four: **Team Intervention and Referral to Dean of Students**

Range: Conference to lunch detention hall; parent notification; counselor referral; district social worker referral

Level Three - Office

Step Five: **Referral to Dean of Students**

Range: Minimum- Maximum Penalty

Step Six: **Referral to Dean of Students**

Range: Minimum- Maximum Penalty

Step Seven: **Referral to Dean of Students**

Range: Minimum- Maximum Penalty

- Step Eight:* **Referral to Dean of Students**
Range: Minimum- Maximum Penalty
- Step Nine:* **Referral to Dean of Students**
Range: Minimum- Maximum Penalty
- Step Ten:* **Alternative Placement; Expulsion; Notification of Law Enforcement**

In case of severe disciplinary infractions, the ten-step disciplinary progression may be circumvented by an administrator. For example, students who engage in a fight may be assigned to ISS or OSS.

DISCIPLINE FOR ELIGIBLE STUDENTS WITH DISABILITIES

The Hope School District will base educational needs and discipline of students with disabilities contingent upon existing federal and state laws, rules, and regulations. For the information of all students, however, infractions to avoid and recommended disciplinary actions are presented below.

BEHAVIORS NOT COVERED ABOVE

Yerger Middle School reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in the preceding written rules.

PARENT INVOLVEMENT PLAN YERGER MIDDLE SCHOOL

Purpose

Yerger Middle School has developed this Parent Involvement Plan in compliance with Act 603 of 2003 and according to guidance provided by the Arkansas Department of Education. YMS recognizes the shared responsibility of the school and family during the time the child spends in school. Engaging parents is essential to improving student achievement.

Improving School Communications with Parents

The school will strengthen our communication with parents through notices to parents, the use of available local media and social media, activities at school where parents will be actively encouraged to attend, and through our school and teacher websites. In order to accomplish this goal, the school has created a Parent Center, which includes free materials for parents on a variety of issues, and Family Kits which will be made available to our parents at the beginning of school and throughout the year in our Parent Center. Information in the Family Kit and in the Parent Center is available in both English and Spanish. The Family Kit will include:

*School Calendar

*School Handbook

*School Staff List

*School Master Schedule

*Health Services Information

*School District Contact Information

The school will continue to communicate with parents through notices in the paper, letters to parents, and through twice-a-year school wide-conferences. The school will also survey parents and provide needed services identified from those surveys. At the first of the school year, the school will host an open house for parents and students.

The school will involve parents of the school, alumni and community members in all aspects of the school and will encourage participation in a Parent Involvement Committee to address needs of the school community.

Parents who attend the parent-teacher conferences will be recognized collectively in the local newspaper for attending those conferences.

GRIEVANCE - DUE PROCESS

Students have a right to be informed of alleged violations of standards of behavior as established by board policy and/or school regulations, and to be informed of appeal procedures.

Students have the responsibility to know and obey school rules, to express grievances in a polite and hospitable manner, and to give parents correct information concerning misconduct. Principals and teachers have the responsibility to follow board-established procedures in disciplinary actions against students.

Principals/assistant principals are responsible for notifying and conferring with parents and students in cases involving suspension and expulsion recommendations.

Parents have the responsibility to call principals for conference when needed, and to arrange with proper school authorities for desired student hearings.

HOPE HIGH SCHOOL

GENERAL INFORMATION

School colors: Red and white

Office hours: 7:30 a.m. – 3:30 p.m.

Address: 1701 S. Main Street, Hope, AR 71854

Phone lines: 777-3451, 722-2730

School mascot: Bobcat

Counseling center hours: 7:30 a.m. – 3:30 p.m.

FAX: 722-2736

District phone lines:

Superintendent's office: 722-2700

Transportation office: 722-2701

Food services: 777-3231

Adult Education: 777-3454

Special services office: 722-2735

Other campus phone lines:

Agriculture department: 722-2734

Athletic department: 722-2731

Band building: 722-2732

Business building: 777-1614

Web address: www.hps.schoolfusion.us

ADMINISTRATION

Bill Hoglund - Principal

Donald Patton- Assistant Principal

Patricia Roberts - Counselor

Sallie Nix – Counselor

Tisha Hunter - Instructional Facilitator - Literacy

SCHOOL MISSION

Our mission is to prepare Hope High School students for the future by creating productive citizens for our society, while instilling a sense of pride, integrity, excellence, and selfless service.

SCHOOL VISION

Provide an exceptional education so students may live extraordinary lives.

FOREWORD

The Student-Parent Handbook is intended to answer questions regarding policies, practices and procedures of the Hope Public School District and Hope High School. The information contained in the handbook is a valuable guide to both parents and students. A committee of parents, teachers, students, counselors, and administrators reviews the handbook each year to be certain that appropriate information is in the handbook. We encourage parents to call a school administrator if they have any questions.

ABBREVIATIONS USED IN THIS HANDBOOK

Advanced Placement - AP	Hope Public Schools - HPS
After School Detention - ASD	Individual Education Program - IEP
Alternative Learning Environment - ALE	International Baccalaureate - IB
Arkansas - Ark.	International Baccalaureate Program - IBP
Arkansas Activities Association - AAA	In School Detention -- ISS

Common Core State Standard - CCSS Department of Education - Dept. of Ed. Hope High School - HHS Grade Point Average - GPA	Out of School Suspension - OSS Partnership for Assessment of Readiness for College and Careers - PARCC Saturday School - SS
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Please complete all handbook forms and return them to your CATS Teacher on or before Tuesday, September 5, 2018

Bell Schedule

8 Period Day	8 Period Day-Short	8 Period-CATS
1st period 7:55-8:40	1st period 7:55-8:35	1st period 7:55-8:40
2nd period 8:45-9:30	2nd period 8:45-9:20	2nd period 8:45-9:30
3rd period 9:35-10:20	3rd period 9:25-10:05	3rd period 9:35-10:20
4th period 10:25-11:10	4th period 10:10-10:45	4th period 10:25-11:10
A Lunch 11:10-11:40 5B period 11:45-12:30 A5 period 11:15-12:00 B Lunch 12:00-12:30	A Lunch 10:45-11:10 5B period 11:15-12:00 A5 period 10:50-11:35 B Lunch 11:35-12:00	A Lunch 11:10-11:40 5B period 11:45-12:30 A5 period 11:15-12:00 B Lunch 12:00-12:30 CATS PERIOD 12:35-12:50
6th period 12:35-1:30	6th period 12:35-1:30	6th period 12:55-1:40
7th period 1:35-2:25	7th period 12:50-1:30	7th period 1:45-2:30
8th period 2:30-3:20	8th period 1:35-2:20	8th period 2:35-3:20

Truancy/Unexcused Absences

Absences not listed in prior section and without professional documentation or accompanying note from the parent/guardian shall be defined as “unexcused” (*ADE Director’s Memo #89-41*). Except in the case of excusable reasons, students are expected to attend school every day in which school is in session. The HPS District does not recognize “skip days” or other similar days when students willfully miss school. Such absences shall be considered as “unexcused”, and make-up work will be permitted for credit at no more than 59%. OSS is considered an “unexcused” absence. For more OSS see page 60.

Once the school day begins, a student leaving campus or absent from their assigned learning station, including being in the student parking lot without prior permission from the Principal or designee, shall be considered as truant. Without prior parental permission presented in writing to the office, any student who fails to follow all or any part of his/her assigned schedule, whether on or off campus, will be considered truant and will be subject to disciplinary action.

Consequences for Tardiness/Unexcused Absences

Students with excessive (4 or more) tardies under rule #83 or excessive (4 or more in a class) unexcused absences under rule #79 or truant are in violation of the attendance policy and may be disciplined accordingly. Students with more than ten (10) total absences per semester will be subject to legal action as defined by state law (*A.C.A. 6-18-222*) and may be denied course credit, promotion, or graduation. Excessive absences shall not be the sole reason for expulsion or dismissal of a student.

Students who lose credit in one course due to attendance may be moved to the computer lab or ALE during that period to begin meeting the requirements for Academic Credit Recovery in that course or may be removed from the class and placed in a study hall period, if the course is not a required course for graduation and not to exceed one period per day. Students requiring more than two (2) courses per semester in academic credit recovery due to the loss of credit from attendance may request placement at the ALE to enable recovery of more credits. An Assistant Principal may assign a student to the ALE if more than two courses per semester are lost due to attendance.

Excessive unexcused absences may be the basis for the denial of course credit, promotion, or graduation. Excessive absenteeism may also result in a Family In Need of Services (FINS) petition being filed in juvenile court (*A.C.A. 6-18-222*).

Rights and Responsibilities on Attendance and Other Policies

Students have the right to attend school in the HPS District in accordance with state law *A.C.A. 6-18-202*, Board of Education policies, and individual school procedures. Students and parents have the right to be informed of school assignment, attendance policies, and behavior expected for continued attendance. Students have the responsibility to maintain prompt, regular attendance at HHS in accordance with Hope Board of Education policy. Parents have the responsibility to require attendance and to familiarize themselves with policies pertaining to school assignment for their place of residence, the education program of the school, and the rules regarding student behavior.

When a student has **five (5)** absences, his/her parent, guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address. A parent/guardian conference is encouraged and welcomed.

When a student has accumulated **eight (8)** absences in any class, information is sent to the parent/guardian, notifying them of the absences, and the student and parent/guardian must schedule a conference with the Assistant Principal to discuss absences and professional documentation.

Should the student exceed **ten (10)** absences in any one class in a semester without proper professional documentation credit may be denied and notification for violation of the attendance policy will be sent to the Prosecuting Attorney and the Dept. of Motor Vehicles (AR Driver Control) see page 44. The student's parent, guardian, or person in loco parentis shall be subject to civil penalty in such an amount as a juvenile court or other court of competent jurisdiction may prescribe, but not to exceed five-hundred dollars (\$500) plus cost of court and any reasonable fees assessed by the court. The penalty shall be forwarded by the court to the school attended by the student (*A.C.A. 6-18-222*).

GUIDELINES AND PROCEDURES FOR ABSENCES, TARDIES AND CHECK OUT

Documentation of Absence

Professional documentation or written statement from the parent/guardian with an explanation of the reason for the absence, the date of the absence, a daytime phone number for the parent/guardian, and a parent/guardian signature should be provided to the attendance office personnel within two (2) school days. Failure to bring professional documentation or a written note from a parent/guardian will result in an “unexcused” absence.

Tardies

A student is considered tardy unless they are in the teacher’s classroom at the time the bell rings. A student that is less than seven (7) minutes late to class will be marked tardy by the teacher.. A student with excessive tardies as defined in the Discipline Infractions section of the handbook will be subject to disciplinary action. Students over 7 minutes or more late will be marked absent.

Check In/Check Out

HHS is a *CLOSED CAMPUS*. Students must stay on campus from their arrival until departure at the end of the regular school day, unless given permission to leave the campus by a school official or physically checked out of school. Anyone checking a student out must be shown on the HHS paperwork in the student’s file as being authorized to do so by the parent/guardian. Notes and/or phone calls to release a student during the school day will not be accepted.

Students signing out during the school day, including lunch, must be physically signed out in the office by the parent/guardian or a designated family member. Students will be released only after the parent/guardian or designated family member completes the sign out procedure. If/when the student returns to campus, the student and the parent/guardian or designated family member must report with the student to the office to sign in before reporting to their assigned class. Students missing any part of their class before or after lunch due to being signed-out will be recorded with an unexcused tardy or absence unless professional documentation is brought to the office. Failure to follow this procedure may result in the student being recorded as truant. Students must be in class 25 minutes of each hour to be recorded as in attendance for that period.

Juniors and seniors in the work programs may leave school before the last period of the day to go to work if enrolled in a school to work program. These students should sign-out in the office.

Tardies

Excessive Tardies – More than 4 tardies per semester, with all classes combined, is defined as excessive. Administrators process tardies once a week. The student will receive the consequence indicated below based on the total # of tardies the student has accumulated when tardies are processed each week. Consequences are progressive and continue throughout the semester. To prevent consequences for tardies, students should report on time to class every day.

- 4 tardies – 1 day after school detention
- 5 tardies – 2 days after school detention

- 6 tardies - 3 days after school detention
- 7 tardies – 4 days after school detention
- 8 tardies – Saturday School 8:00-12 Noon
- Each additional Tardy after the 8th tardy will be Saturday School

HHS DRESS CODE POLICY

Items	Description
Bandanas, wave caps, beanies, doo-rags & Head Bonnets----- -----	Not permitted in the building (No Bandanas allowed) No head covering allowed in the buildings and or classrooms
Pants -----	-----Sagging is not allowed at all. (specified in Arkansas Law, Act 855) Clothing with holes, rips, or tears above 3 inches from the top of the knee are not permitted. Clothing with holes should not reveal inappropriate skin to expose undergarments. -----
----- Shirts	Students are prohibited from wearing clothing that exposes underwear, buttocks, or breast. (State Law 835 of 2011) <ul style="list-style-type: none"> ● Prohibited Shirts: ● No shoulder exposed ● Spaghetti Straps ● Halter tops ● Mesh tops, sheer blouses and see through shirts. (acceptable with undergarment coverage that meets dress code) ● Muscle Shirt ● Low Cut armholes No Cold Shoulder Blouse with Halter Top/Spaghetti Straps <p style="text-align: center;">Rules for body exposure</p> No Cleavage No revealing midriff (even when arms are raised) No off the shoulder shirts Back must be covered
Shorts, Skirts, Dresses, and Spandex	Shorts, Skirts, and Dresses are to be modest in length (3 inches from the top of the knee), appearance and fit. No see through shirts (acceptable with undergarment coverage that meets dress code) No Spandex unless covered by another garment that provides front and back coverage.

Students are prohibited from wearing, while on the school grounds, during the school day, and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast. The final decision regarding apparel will be at the discretion of the principal or designee. If, in the judgment of the administration, a student's attire is a health hazard or a distraction to the educational atmosphere of the school, the student will be sent home to change before returning to school or may be assigned to ISS if the student does not have appropriate replacement apparel.

HHS CELL PHONE POLICY

Parents and Students, Instructional leaders of the Hope Public Schools have identified a critical barrier to instruction and learning at Hope High School. We would appreciate your help in understanding and following the guidelines established below which are laid out in the Hope High School Student Handbook for the 2018-2019 school year.

From the Hope High School Handbook: Hope High School recognizes the student of the 21st Century as a student that understands the use of and need for digital devices in everyday life. It is not the role of this school to deter that usage but to regulate and enhance the responsibilities coherent to these devices. Inappropriate use of cell phones and digital devices will result in loss of privileges and disciplinary consequences. However, the following rules must be adhered to during the school day:

1. Students attending Hope High School will not be allowed to use personal cell phones or any non district issued digital devices anytime between 8:00 a.m. through 3:20 p.m. daily.

Students observed using or having possession of a personal cell phone or non district issued digital device visible between 8:00 a.m and 3:20 p.m. are subject to the following consequences:

1. Minimum Penalty – Confiscate phone - turn in to office - phone must be picked up by parent or legal guardian - Warning
2. Maximum Penalty – Confiscate phone – turn in to office – phone must be picked up by parent or legal guardian – Recommendation for Expulsion.

[1] All students will be issued these administrative procedures at the beginning of each school year. All students will be held accountable and expected to comply with this policy as listed and will be disciplined accordingly for noncompliance.

CREDIT RECOVERY

Academic Credit Recovery (ACR) is provided for HHS students who have failed a course or been denied credit due to attendance, and is an opportunity that is given to students who fail one or more courses.

- Students may be assigned as approved by the Assistant Principal.
- Students must meet course requirements as designated by subject area teacher.
- Students must complete ALL assignments/tests in each course enrolled at a minimum of 70% accuracy.
- Student's grade in the course will be based on test grades earned with the maximum grade earned being a "C."
- The grade earned shall replace the "F" earned if taken and recovered within the same school year and semester.

- Students must complete the coursework outside of the instructional class time or as assigned by the Assistant Principal.
- Credit recovery will be first assigned to a student before or after school. The necessary resources will be made available to each student who needs ACR. ALE will be the last resort for ACR.

ACADEMICS

HOME ACCESS CENTER (HAC)

HAC allows parents and students to view student registration, scheduling, attendance, assignment, and grade information. If you do not know your login information or if you need assistance, please contact the office at HHS and speak with Ms. Kelly Muldrew, Parent Involvement Coordinator, or Counselor or Principal's Secretary's.

SENIORS LACKING GRADUATION CREDITS

If, after checking with the counselors, a student is not on schedule to graduate, he/she should **NOT** order a cap, gown, cards, or invitations. HHS requires twenty-four (24) credits for graduation in 2018. Students **CAN NOT** participate in the graduation ceremony unless he/she has earned **ALL** twenty-four (24) required credits for graduation by the end of the school year in May. Graduates must have cleared all school related costs (fines, athletics, etc) to participate in the graduation ceremony and to receive their diploma. Students who do purchase graduation and senior items will send all payments directly to the Herff-Jones representative. You may get the address and phone number from the Senior Sponsor. HHS has no responsibility in this matter.

ADMISSION TO AN ARKANSAS PUBLIC COLLEGE OR UNIVERSITY

A.C.A. 6-61-217 amended previous statutory language regarding the courses that high school students must complete in order to be admitted unconditionally to a public college or university in Ark. Acting in response to this legislation, the Arkansas Higher Education Coordinating Board has established a core curriculum set of courses required for unconditional admission. Students who graduate from high school in 2004 or later, and enter college that fall or in subsequent years, will have to complete: These courses must be a part of the recommended core curriculum as established by the state.

<ul style="list-style-type: none"> • English – 4 units • Mathematics – 4 units 	<ul style="list-style-type: none"> • Natural Science – 3 units • Social Studies – 3 units
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ARKANSAS ACADEMIC CHALLENGE SCHOLARSHIP (*A.C.A. 6-82-1002-1006 and Act 606 of 2009*)

The Arkansas Academic Challenge Scholarship Program was passed by the 1991 Arkansas General Assembly and is a guaranteed scholarship plan to promote academic achievement and encourage academically prepared Arkansas high school graduates to enroll in the state's colleges and universities. The scholarship is renewable throughout college if the student meets the eligibility standards of the Ark Dept of Higher Ed. The award is based on the applicant's meeting of minimum standards with regard to the ACT composite score and GPA. For more information and application, go to www.adhe.edu.

AUDITING CLASSES

A student must make a written request with the parent's signature and submit the request to the principal stating the reason before consideration for auditing a class will be considered. Students must understand that other than the exception of earning a grade, all regular class requirements will apply to the audited class. The principal's decision will be based on the following factors: input from the counselors and teacher, effect on class size, previous grade earned in the class, use of college courses, other course offerings, and the student's discipline file.

COLLEGE VISITATION

Juniors and seniors are granted two (2) college visitation days during the year. The principal may grant additional college visitation days when a letter on college letterhead from the college is provided. The request for a college day shall be in writing with prior approval from the building principal. Juniors and seniors who take a college visitation day should notify their teachers in advance and bring a letter from the college on school letterhead in order to get their absence excused.

COURSE LOAD

All students will carry a course load of at least eight (8) subjects and will remain in school for the full day both terms unless modified by the Principal or designee. Students may not enroll in more than one (1) class period each day for organized and scheduled student extracurricular classes to be included as planned instructional time (*A.C.A. 6-18-211*). Juniors and seniors who are in the work program may leave school before the last period of the day to go to work and will be supervised by the work program teacher.

Students in grades nine through twelve (9-12) are required to schedule and attend at least 350 minutes of regularly scheduled class time daily. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a postsecondary institution shall count toward the required weekly time of school attendance. Each credit hour shall count as three (3) hours of attendance time. This means a three (3) hour course shall count as nine (9) hours of the weekly required time of attendance. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course.

COURSES REQUIRED TO BE TAUGHT

The Ark. State Board of Ed. requires certain classes be taught in all public high schools in the state to meet the standards for accreditation (*A.C.A. 6-15-213 and 214*). Below is a list of those required courses HHS offers each year:

1. Language Arts – 6 units
 - 4 units of English
 - 1 unit of Oral Communication or ½ unit of Oral Communication and ½ of Drama
 - 1 unit of Journalism
 - Other options as approved by the Arkansas Dept of Ed
2. Science – 5 units

- 1 unit of Biology
- 1 unit of Chemistry
- 1 unit of Physics
- Other options as approved by the Arkansas Department of Education
 3. Mathematics – 6 units
 - 1 unit of Algebra 1
 - 1 unit of Geometry
 - 1 unit of Algebra 2
 - 1 unit of Pre-Calculus Mathematics to include Trigonometry
 - Other options as approved by the Arkansas Department of Education
 4. Social Studies – 4 units
 - 1 unit of American History each year with emphasis on Twentieth (20th) Century America
 - 1 unit of World History
 - ½ unit of Civics/Government
 - ½ unit of Economics
 - ½ unit of Arkansas History (if not taught in grades seven (7) or eight (8))
 - Other options as approved by the Arkansas Department of Education
 5. Foreign Languages – 2 units of the same foreign language
 6. Fine Arts – 3 ½ units
 - 1 unit of Art
 - 1 unit of Instrumental Music
 - 1 unit of Vocal Music
 - ½ unit of Survey of Fine Arts or an Advanced Art or Music course
- 7. Computer Applications - include word processing, spreadsheets, databases, graphics and telecommunications
 - 1 unit of Computer Applications with emphasis on current applications
- 8. Health/Safety Education and Physical Education – 1 ½ units
 - 1 unit of Physical Education
 - ½ unit of Health and Safety Education
- 9. Career and Technical Education – 9 units
 - A minimum of three (3) programs of study selected from three (3) different technical and/or occupational programs offered annually from the: Agriculture Education, Business Technology, Health Occupations, Home Economics Education, Marketing Technology, Trade, Industrial/Technical Education and Work Based Learning

CLASSIFICATION OF STUDENTS

A student will advance from one grade to the next in accordance with the completion of required courses and the earning of sufficient credits. To be classified as a sophomore, a student must have five (5) credits; a junior must have eleven (11) credits; and a senior must have seventeen (17) credits. Grade classification will not change during the school year.

CLASS RANK

At the conclusion of the ninth (9) grade and at the end of each semester thereafter, HHS students will

be given a rank in class based on the cumulative grade point average of all classes taken, ninth (9) through twelfth (12) grades, using the Ark Dept of Ed. grading system (*A.C.A. 6-15-902*). HHS will include every course taken by a student in calculating class rank, except team and individual sports, and all courses will be weighted equally except for AP courses, State Certified Honors courses, and courses offered under the IBP, Concurrent Credit Comp. I & II with ADE permission. To receive AP weighted credit, the student must take the AP Exam form College Board.

COMMUNITY SERVICE CREDIT

A.C.A. 6-16-120 allows a secondary student in grades nine (9) through twelve (12), who has completed a minimum of seventy-five (75) clock hours of documented community service learning at an activity approved by the State Board of Education as certified and with proper acknowledgement to the school, eligibility to receive one (1) academic credit that may be applied toward graduation. The 4-H University of Arkansas Cooperative Extension Service SW6, The School of Hope, HPS After-School Tutoring Program and Southwest Arkansas Development Council are approved agencies.

CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Ark Dept of Ed shall be given credit toward high school grades and graduation at the rate of one high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, prior to enrolling for the course, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

A student who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

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

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

Students are responsible for having the transcript for the concurrent credit courses) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 are to be received by the school within three (3) school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities or graduation.

Students will retain credit earned through the concurrent credit program which was applied toward a

course required for high school graduation from a previously attended, accredited public school. *A.C.A. 6-18-223* provides that high school students who are enrolled in college courses will receive both high school and college credit for the courses.

- High school students must be enrolled in eight (8) courses each semester with a minimum of five (5) taken at HHS.
- The course from the postsecondary institution must be a minimum of three (3) college hours and will count as one of the required eight (8) with proper college documentation.
- Each three semester hour postsecondary course will count as one (1) unit of credit.
- Courses taken in the summer and at night may count as concurrent credit.
- Concurrent credit students must furnish proof of enrollment from the college or university to HHS Counselors.
- A student must contact the counseling department as it relates to dropping, adding, or not enrolling in college courses reflected on their approved spring schedule registration.
- Concurrent credit courses are listed on transcripts.
- A student falling below the eight (8) course requirement because the college drops him/her, or who drops a course, or who fails to enroll in the scheduled course will receive the grade of "F" for that course.
- Credit for concurrent credit courses are to be received by HHS within three (3) days of the end of the semester in which the course was taken. Students may not receive credit for the course they took or the credit may be delayed if the college transcripts are not received in time. This may jeopardize eligibility for extracurricular activities and/or graduation.
- College courses taught and taken on the HHS campus are paid for by the HPS District. The cost of courses taken on the college campus, by correspondence, and/or online are the responsibility of the student and his/her family.
- Concurrent credit courses taught on the HHS campus will meet each regularly scheduled school day.

CORRESPONDENCE CREDIT

In the event that a course is desired which is not regularly offered at HHS or make-up of an unsatisfactory grade is needed, correspondence work may be advisable and acceptable. Such credit shall have prior approval by the counselors or the principal. Generally, no more than two such correspondence units may be taken by a student toward graduation. Only under verified special circumstances will work be permitted during the regular school term. Correspondence work in subjects offered in the school curriculum is not allowed by the accrediting agency unless there are extenuating circumstances.

The counselor shall supervise the correspondence program, but it is the student's responsibility to meet all requirements and deadlines in the program. Seniors enrolled in a correspondence course to earn units required for graduation bear the responsibility of submitting a completed course grade to the counselors prior to graduation at the end of the term in order to receive a diploma. The cost of all correspondence work is the responsibility of the student's family.

DIPLOMA PRESENTATION

The graduation ceremony at HHS is dignified and is a time to honor our graduating seniors. Persons allowed to present diplomas to their children during the graduation ceremony are HPS District Trustees and members of the faculty of HHS.

DROPPING AND ADDING COURSES

The Master Schedule of classes is based on the requests made by students during conferences. Students cannot expect to be able to try a class and then drop and/or change it. Every effort is made to schedule the student in classes requested each spring; therefore, changes in August are contrary to school policy. The drop/add forms will be completed by the counselors. All college add/drop/failing to enroll must be cleared by the counselors prior to changing.

Students may not drop or add a class after the fourth (4th) day the class has met. The following are the ONLY reasons for schedule changes:

- To make up failed courses;
- Computer error;
- Outside credit earned;
- Misplacement due to lack of prerequisite or background;
- Master Schedule changes or state mandates necessitate it.

Schedule changes will NOT be made to:

- Change teachers;
- Change periods;
- Move to an easier class;
- Move to a different lunch period;
- Move to a class with friends.

All schedule changes will be taken care of in the counselor's' office. If a student is attempting a schedule change, the student is to follow his/her present schedule until the student receives a new one. If a teacher feels that a student's schedule needs to be changed, the teacher should first discuss the possibility of a change with the appropriate counselor. Teachers should not discuss possible changes with the student first.

EARLY GRADUATION

Early graduates have the same rights and privileges as traditional eight-term graduates. All requirements for graduation must be met. If early graduation is being sought, the counselor must receive the student's "early graduation request information" within ten (10) days of the end of semester. Students graduating early may participate in the graduation ceremony and senior activities. Diplomas for early graduates will be issued at the graduation ceremony (*A.C.A. 6-18-224*).

GRADING SCALE

Parents/guardians shall be kept informed concerning the progress of their student, via eSchool, Home Access Center, parent/teacher communications and parent/teacher emails for details. Parent-teacher conferences are encouraged and may be requested by parents/guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher

conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports midway of each nine (9) weeks and issue grades for each nine (9) week grading period to keep parents/guardians informed of their student's progress. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives, learner outcomes, or curriculum frameworks of the class.

ADVANCED PLACEMENT AP courses are available to students in a number of areas. These courses offer a college-level curriculum that provides students with analytical skills and factual knowledge to deal critically with the problems and issues related to the subject. In May, AP students take AP exams, paid for through funding from the Ark. Dept of Ed. The Guidance Counselors are the contact people on the HHS campus (*A.C.A. 6-16-1201, 1202, and 1204*). If AP students wish to take advantage of the weighted 5.0 grading scale, they must take the AP exam (*A.C.A. 6-16-801-806*). The exam is recommended for all students taking an AP course. Most colleges award credit for scores of three or better on the exam. AP courses are taught following guidelines as provided for AP courses by The College Board. AP courses provide the opportunity for students to take a national examination through which they may qualify for college/university level credit. Students wishing to take AP classes may be required to meet certain prerequisites before enrolling in the course. See course description catalog. via eSchool, Home Access Center, parent/teacher communications, parent/teacher emails for details.

GRADING SYSTEM

HHS has a grading system designed to ensure that students' grades are an indication of students' mastery of grade level skills. The grading system is consistent across all disciplines and promotes uniformity in grading practices.

Students' grades are calculated as follows:

65%-Assessment: Performance tasks/assessments, tests, essays, reports, lab reports, quizzes, speeches/oral presentations and projects

- The assessment category shall include a minimum of 4 grades per nine week period.

35%-Instructional: Bell work, class work, homework, participation, notebooks, and all others

- The instructional category will include a minimum of 2 grades per week each nine week period.

Notebook defined: A notebook may include a student's file folder on a computer, a portfolio, a folder, a binder, a journal or any other means by which a student organizes.

Notebook grades: These count in the Instructional category and will count for no more than 100 points per 9 weeks.

Bonus Points Policy: Offering bonus points can result in grade inflation and distortion of data. If any bonus points are offered, they shall be tied directly to instructional objectives for the course and will not be issued to an extent that grade inflation or distortion of data may occur. No 9 weeks or semester grades over 100% will be allowed.

HONOR GRADUATES

Honor Graduates* are those students who successfully complete the Smart Core curriculum (*A.C.A. 6-18-101*) and meet the following criteria:

Summa Cum Laude	4.00	G.P.A.
Magna Cum Laude	3.99 -- 3.75	G.P.A.
Cum Laude	3.74 -- 3.50	G.P.A.

*Membership in NHS does not guarantee that you will be a HHS Honor Graduate.

HONOR ROLL

Students in grades 9-12 have two honor roll designations. The Principal's Role is for students who maintain a 4.0 GPA for the grading period. Students who maintain a 3.5 GPA or above for the grading period will be recognized as Merit Roll students. Semester grades will determine the honor roll at the end of each semester.

LIBRARY

The HHS Library is open between 7.30 a.m. and 3:30 p.m. Students may use the library before school, at lunch, or any time permitted by teachers. Students must have ID cards or lunch number in order to check out library books.

School libraries are responsible for keeping library materials secure from unauthorized removal or willful mutilation. The act provides support by allowing charges to be brought against a person who violates policies governing library security and provides protection to the employee that detains or questions a person believed to be concealing materials.

The ultimate authority for the selection and retention of materials for the school's media center rests with the Hope 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.

The purpose of the school's library and media center is to supplement and enrich the curriculum and instruction offered by the HPS 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 and 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 HPS District's educational goals. 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. Gifts to the media center shall be evaluated to determine their appropriateness before they are placed in the media center.

Library expectations:

- Student must have proper identification card for material check out;

- No food or drinks allowed in the library or computer lab area;
- Courteous, low voices, studious purpose;
- Students with overdue items or fines may not check out other materials until fines are paid;
- Students who drop or transfer must return all library materials and pay fines and/or lost book fees before their records will be released.

MAKE-UP WORK

A student who misses school due to an excused absence shall be afforded the opportunity to make up the work they missed during their absence under the following rules:

- (1) Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
- (2) When students are sick and must miss school a minimum of two consecutive days, parents may call and request missed assignments.
- (3) Teachers are responsible for providing the missed assignments when asked by a returning student.
- (4) Students are required to ask for their assignments on their first day back at school or their first class day after they return. OSS students must complete their assignments while suspended.
- (5) Make up tests are to be rescheduled at the discretion of the teacher but must be aligned with the schedule of the missed work to receive credit.
- (6) Students shall have one class day to make up their work for each class day they were absent.
- (7) Make up work which is not turned in within the above scheduled time may receive a zero for that assignment.
- (8) Students are responsible for turning in their assignments without the teacher having to ask for it.
- (9) Students who are absent on the day their assignments are due must turn in their assignments the day they return to school, whether or not the class for which the work is due meets the day of their return.
- (10) As required/permitted by the student's Individualized Education Program or 504 Plan.

MODIFIED SCHEDULE OPTIONS

Act 867 of 2017 repealed the statutory authority for the mandatory seat time of 350 minutes per week for students in grades 9-12. Hope Public School understands the value of the mandatory 360 minutes of seat time per week in school or the equivalent policy that was used to determine seat time for students enrolled in classes at institutions of higher education. The district also understands that students who have met or are on track to meet all educational requirements (typically in their 12 grade year) may benefit from personalized learning opportunities through the option to enrolled postsecondary training through colleges or technical schools, participate in internships or community service projects, or gain work experience through paid employment. Due to the rescinding of the mandatory 350 minute seat time requirement, the Hope School District will require 12th grade students to be in attendance for at least 4 consecutive periods of the day (based on the traditional 8 period day).

Hope High School will create three tracks for 12th grade students to participate in the modified schedule policy. Participation in this program is not required and 12th grade students may enroll in a full day's (8 periods) course load if they choose.

The three modified scheduling tracks are listed below:

1. Students will arrive at 7:55 a.m. and stay for their 1st - 4th period classes. First period starting at 8:00 a.m through 4th period ending at 11:20 a.m.
2. Students will arrive for their 3rd period class starting at 9:45 a.m. and stay through 6th period class ending at 1:30 p.m.
3. Students are permitted to pursue other educational goals or objectives in the morning and will arrive at 11:15 a.m. and attend their 5th period class and stay through their 8th period class ending at 3:20 p.m.

As this is a local policy, the district has chosen to place the following stipulations on this policy: This will apply to students in the 12th grade only.

- Students must have met or be on track to meet or exceed all graduation requirements.
- Students in extracurricular activities will have to continue to meet all GPA requirements and attendance requirements for their particular activity.
- Students understand that they may potentially lose opportunities to raise their GPA or meet honor graduate requirements by participating in this waiver program.
- Students utilizing this plan will not be able to request a study hall or other non-credit classes.
- Students could potentially be placed in a study hall or non-credit class by administration if circumstances make it necessary due to class size issues, class availability, etc.
- Students released under this provision would be expected to remain away from campus unless returning for school-related business. (Extracurricular activities, make up testing, club meetings, etc.)

- 12th grade students wishing to participate in the modified scheduling policy may apply to participate. The applicant should describe their planned use of the time outside of school and how it will benefit their educational goals and objectives. This plan will be reviewed and amended by the students, administrators or guidance counselors as needed.
- District must possess an approved education/occupation plan indicating parent/guardian permission to request attendance waiver.
- Legal references: Act 867 of 2017 46 Date Adopted: July 12, 2017.

NATIONAL HONOR SOCIETY (NHS)

The National Honor Society is the leader among the organizations that promote appropriate recognition for students who reflect outstanding accomplishments in the areas of scholarship, character, leadership, and service. To be eligible for membership in the Hope Chapter, one must be a junior or senior; must be in attendance at the school for at least one semester with a cumulative minimum GPA of 3.50; must meet the state course requirements (*A.C.A. 6-18-101*); and must be taking the Smart Core curriculum. A student information sheet filled out by the applicant will be used by the faculty selection committee to assist in the selection of the members. Students who transfer in during their senior year will be reviewed on a case by case basis. Membership in NHS does not guarantee that you will be a HHS Honor Graduate.

REPORT CARDS/PROGRESS REPORTS

Report cards are issued to students after each nine (9) week grading period. Final report cards will be mailed.

Progress reports will be prepared for all students in all classes. The progress reports will be given to parents at Parent-Teacher conferences or to students if there are no Parent-Teacher conferences.

REMEDATION REQUIREMENTS FOR ACADEMIC CREDIT

According to law *A.C.A. 6-15-2009*, each student shall participate in the statewide program of educational assessment required in this section and by the State Board of Education. Students in the appropriate grades shall participate in the college and career readiness measurements required by *A.C.A. 6-15-419* and 433 as established by the state board. The State Board of Education shall determine the requisite scale score of student performance on college and career readiness measurements used for college placement in conjunction with the Arkansas Higher Education Coordinating Board.

A student who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required in the student's individualized academic improvement plan in the school year that the assessment results are reported in order to receive academic credit on his or her transcript for the course related to the end-of-course assessment. The individualized academic improvement plan shall include remediation activities focused on those areas in which a student failed to meet the requisite scale score of an end-of-course assessment. A student who is identified as not meeting the requisite scale score for an end-of-course assessment shall not receive academic credit on his or her transcript for the course related to the end-of-course assessment until the student is identified as having participated in remediation through an individualized

academic improvement plan.

The public school district where the student is enrolled shall notify the student's parent, guardian, or caregiver of the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan.

The state board may require remediation activities and an individualized academic improvement plan for a student in grade eleven (11) or below who does not meet the requisite scale score for a particular college and career readiness measurement. The state board may require that the individualized academic improvement plan include one (1) or more opportunities for a student to retake the measurement. For the purpose of a college and career readiness measurement, remediation shall not require that a student pass a subsequent college and career readiness measurement in order to graduate from an Arkansas high school. Remedial activities and instruction provided during high school shall not be in lieu of English language arts, mathematics, science, history, or other core courses required for graduation.

In administering the assessments under this section, the public school district shall provide state-approved accommodations for students with state-recognized disabilities and for English language learners as allowed by law and state board rules.

STUDENT AIDES ON CAMPUS

HHS utilizes seniors as student aides in our offices, and classrooms. These students are earning local credit for participation in this program. Administrators must grant approval for enrollment to serve in this capacity after consultation with the counselors. Teacher aides must also receive a recommendation letter from the teacher for whom they will serve as an aide. Seniors may receive one local elective credit for serving in this capacity. A list of approved duties and responsibilities for participation in these roles on campus must be signed by the student and parent/guardian, the teacher (if applicable), and an administrator prior to enrollment in this program. Applications can be obtained in the counselor's' office.

TESTS/ASSESSMENTS

Tests/Assessments are administered each nine week grading period. To promote an instructional learning program based on student needs, preparation for college and career readiness, and data analysis, all students will take assessments in all classes. These 9 week through-course assessments will adequately prepare students for future standardized assessments implemented under the Arkansas Standards and the ACT Aspire.

Listed on pages 35 & 36 are the dates of assessments and state mandated testing for this year. Both assessments and state mandated testing play a large role in your student's future. Please keep this schedule handy so that you will have it when making plans, doctor appointments, etc.

Testing for College and Careers -- Most colleges require students to take the ACT or SAT as part of the admission process. Many scholarship programs, such as the National Merit Scholarship Program

and the Arkansas Academic Challenge Scholarship, require students to take one of these tests. Registration materials are available in the counseling center. Students planning to enroll in a two-year college may take the Accuplacer exam in place of the ACT/SAT. The State of Arkansas also requires other specific tests.

ACT -- The American College Testing Program administers an aptitude examination which consists of a battery of four tests: English, Mathematics, Reading, and Science Reasoning. There are five national Saturday test dates. The regular cost is \$42.50. IF you want to take the optional ACT Writing test with the ACT, your test fee goes up to \$58.50 with more fees if you are late. Some fee waivers are available. For an additional fee, ACT will send you a copy of the test, the correct answers, and your student's answers. For the student who may wish to retake the test, this information could be helpful. You may register online at: www.actstudent.org.

Advanced Placement (AP) Exams --The AP Program is a cooperative educational endeavor between secondary schools and colleges and universities. The program provides motivated high school students with the opportunity to take college-level courses in a high school setting. AP courses are available to students in a number of subject areas. Students who participate not only gain college-level skills but also earn college credit while in high school if the student takes the AP exam and meets the scoring requirements. **In order to receive weighted credit (5.0 grade point average) for AP courses, students MUST take the AP Exam (A.C.A. 6-15-902).** Most colleges award college credit for scores of three (3), four (4), & five (5).

ASVAB -- The Armed Services Vocational Aptitude Battery is a comprehensive career exploration exam relevant to every secondary school student who is thinking about pursuing some education or training beyond high school. The test is a tool for students to use to make education and career plans and preliminary decisions for their future. As an option, these scores can be used for enlistment purposes in the military for up to two (2) years after testing.

English Language Development Assessment (ELDA) -- The English Language Development Assessment (ELDA) is an annual assessment of English proficiency (measuring students' oral language, reading, and writing skills in English) of all students with limited English proficiency. A student is Limited English Proficient if he/she has sufficient difficulty speaking, reading, writing, or understanding the English language and whose difficulties may deny such individual the opportunity to learn successfully in classrooms where the language of instruction is English or to participate fully in society due to language barriers.

TEXTBOOKS

HHS students will be assigned free textbooks as needed for the 2014-2015 school year (A.C.A. 6-21-403). The student is completely responsible for the books and any equipment, including technology devices, that are assigned to them. A student who is transferring, dropping, requesting or being assigned to an ALE is responsible for having documentation of returning their textbooks to Ms. Phillips in the library. A lost or severely damaged book will be charged the current replacement price of the book. Fines are assessed for marking, cover and binding damage, torn or loose pages, and other

unnecessary abuse or neglect. Upon the teacher's knowledge that the student has lost a book, the student will be issued another book and referred to the office. The administrator will inform the student and notify the parent or guardian that the student has thirty (30) school days from the time the student was informed to pay for the book.–Student's grades or records may not be released. The Principal may grant an exception if there is an extenuating situation and the request occurs WITHIN the thirty (30) day time frame of resolution. If library books and other media materials are not returned or if reimbursement to the school is not made, the District will implement *Arkansas Act 906 of 1995* which allows charges to be filed against the person.

TRANSCRIPT REQUEST

Seniors who plan to attend college should request that the counselors send a transcript to the college of their choice. A transcript request form must be completed and signed by the student before a transcript can be sent. The counselors must be given two (2) days advance notice for the transcript request.

FIELD TRIPS

HHS recognizes that field trips are an integral part of education. Absence due to field trips will be considered a school activity and students will NOT be marked absent. Students are responsible for all missed assignments. Staff members sponsoring the field trip event will enforce the current school policy regarding field trips. No student may participate in an off-campus field trip without a written permission slip from his parents or guardian. A student may be denied participation on a field trip for academic reasons or disciplinary infractions including but not limited to high absenteeism or excessive tardy issues. The final decision on field trip attendance is up to the principal or his designee.

CHEMICAL AND ALCOHOL TESTING POLICY (RANDOM TESTING)

The HPS District recognizes that drug abuse is a significant problem for students, detrimentally affecting the overall health, behavior, learning ability, reflexes, and development of each individual. The HPS District is determined to help students by providing a legitimate reason for students involved in extracurricular activities or who operate a vehicle an option for them to say "No" and for the HPS District to be proactive in encouraging students who use drugs and/or alcohol to participate in drug and/or alcohol treatment programs.

Purpose of a Chemical Abuse Policy

- To allow the students to know that the HPS District is concerned about their total well being related to the physical and emotional effects of chemical use on their health and in assisting students who may have problems;
- To emphasize concerns for the health of students in areas of safety while participating in school sponsored activities;
- To promote a sense of order and discipline among students;
- To confirm and support state laws; and,
- To work cooperatively with parents and students by providing information regarding referral and evaluation to help deal with the use of mood altering chemicals.

Cost

All expenses related to random testing will be those of the HPS District unless:

- The test is administered for the purpose of regaining student privileges or eligibility, or
- The test is administered for the purpose of appealing test results.

NOTE: Expenses associated with the above two (2) exceptions will be at the custodial parent/legal guardian's expense.

Descriptors

- Activity Program – Any extracurricular activity in grades seven (7) through twelve (12) sponsored by the AAA or HPS District, which shall include participation in before/after school hours activities, clubs/organizations, graduation ceremonies, and school activities to include, but not be limited to, dances and other activities that may be formed. Student athletes and band members will be permitted to practice before and/or after school at coach's/director's discretion.
- Alcohol – Any substance containing ethyl alcohol.
- Document Time Frame – A completed consent form must be returned to the principal's office within three (3) weeks of the beginning of the school year. A student moving into the district will have two (2) weeks to return the completed form.
- Drug – Any substance considered illegal by Arkansas law or that is controlled by the FDA unless prescribed by a licensed physician or medical practitioner.
- Random Pool – All students with a completed Form "A" – "The Chemical and Alcohol Screen Test Policy Authorization" sheet on file, granting consent for participation.
- Refusal to Consent to Testing – Students not consenting to be tested in the random pool will not be able to participate in activity programs as defined above, participate in any school-sponsored activities, or drive/park on school grounds.
- Refusal to Submit to Testing – Any participant who is randomly selected to submit to testing and refuses to submit to testing and/or re-testing is considered as having tested positive. This situation will result in consequences as described under the positive test procedures of this policy.
- School Year – From the first day of classes in the fall (unless full organized practice begins before the first day of classes, in which case the three (3) week period begins with the first full organized practice) through the last day of classes in the spring.
- Vehicle Operator – Any student who obtains a required parking permit and/or is allowed to drive/park on the school grounds.

Procedures for Students

Consent

Each student wishing to participate in any activity program or drive/park a vehicle on school grounds and their custodial parent or legal guardian shall consent in writing to drug and/or alcohol testing pursuant to the district's drug and/or alcohol random testing program. Written consent shall be through the form included in this handbook as Form "A" – "Chemical and/or Alcohol Screen Test Policy Authorization." No student shall be allowed to participate in any activity program or drive/park a vehicle on school grounds without such consent.

Students not participating in activities may volunteer to participate in the random testing pool with a Form “A” consent sheet signed by the student and custodial parent or legal guardian.

Student Selection

At the option of the district, all students with a completed Form “A” – “Chemical and Alcohol Screen Test Policy Authorization” sheet on file may be randomly drug tested at the beginning of the school year. In addition, random testing may be conducted weekly, monthly or quarterly during the school year. Selection for random testing will be by computerized lottery drawing conducted by the testing provider from a “pool” of all students with a completed Form “A” - “Chemical and Alcohol Screen Test Policy Authorization” sheet on file at the time of the drawing. A single test can be required by an administrator for reasonable suspicion. The Superintendent or his or her designee shall take all reasonable steps to assure the integrity, confidentiality, and random nature of the selection process. This includes, but is not necessarily limited to, assuring that the names of all participating students are in the pool; assuring that the testing agency has no way of knowingly choosing or failing to choose particular students for the testing; assuring that the identity of students drawn for testing is not known to those involved in the selection process; and assuring monitored observation of the testing process by the least intrusive means possible while assuring brevity and privacy.

Sample Collection

The number of names randomly selected will be no less than two percent (2%) nor greater than ten percent (10%) of the student pool. Samples will be collected on the same day the student is selected for testing or if the student is absent, on the earliest day after his or her return. If a student is unable to produce a sample at any particular time, the student will remain with the testing personnel and will be given reasonable amounts of water and extra time until a sample is collected. All students providing samples will have the option of doing so alone in a private setting. Refusal by the student to comply with the request for a sample will be deemed as having tested positive, and consequences will be applied as described under the positive test procedures. At the time of the student’s refusal, effort will be made by school personnel to notify the custodial parent or legal guardian of the student’s refusal.

Testing Agency

The district will choose a qualified agency for the purpose of processing samples and maintaining privacy with respect to results and related matters. The agency will follow testing procedures of the Substance Abuse and Mental Health Service Administration (SAMHSA) as defined by the National Institute of Drug Abuse Certified Laboratories.

Prescription Medication

The existence of lawfully prescribed medication in the student’s sample is not a violation of this policy when taken in accordance with a physician’s recommendation to a specific student. If the test results are deemed positive, the parents may provide a copy of the prescription or a doctor’s verification, which will be considered in determining whether a “positive” test has been satisfactorily explained. That documentation will be forwarded to the testing lab with instructions for the lab to consider the student’s use of such medication to assure the accuracy of the results. Refusal by the student to

provide

verification upon a positive test will be deemed positive, and consequences will be applied as described under the positive test procedures. At the time of the student's refusal, effort will be made by school personnel to notify the custodial parent or legal guardian of the student's refusal.

Scope of Tests

The initial phase of the urine drug test is to be performed using an immunoassay kit or formulation approved by the USDA. Any presumptive results arising from the immunoassay test shall be forwarded on for confirmatory testing using gas chromatography/mass spectrometry (GC/MS). The test will screen for: Barbiturates, Benzodiazepine Metabolites, Cocaine Metabolites, PCP, Propoxyphene and THC Metabolite. The District may also choose to test for alcohol. The only variance

from this procedure is for alcohol testing, in which the initial test is performed using an enzymatic test and any presumptive positives are forwarded for confirmatory testing by Headspace Gas Chromatography (HSGC).

Access, Results, and Notification

Test results shall be reported to the Superintendent or his/her designee within a specified number of days after the lab's receipt of the specimens. All reports shall be made via hard copy, either faxed or printed. Only positive, double-confirmation specimens shall be reported for a specific drug(s).

Procedure in the Event of a Positive Test

- The custodial parent or legal guardian will be notified. A meeting will be scheduled with the Superintendent or his or her designee, the student, the custodial parent or legal guardian, counselor and the student's administrator.
- If the custodial parent or legal guardian would like to appeal the results of the test, the school official must receive the request within twenty-four (24) hours following the notification of a positive test.
- Upon receiving the request, an aliquot of the student's original sample will be sent to another SAMHSA certified laboratory for retesting at the expense of the custodial parent or legal guardian. If the results of the second test are clear or negative, no further action will be necessary. If the second test is also found to be positive, then the student will be subject to the procedures and actions stated in this policy.
- If the appeal option is utilized, the student will remain under suspension as stated in the policy until a negative test is ascertained from the HPS District's testing agency. The appeal process ends with the Superintendent's decision and his or her decision is final.

First Positive Test

For a positive result:

- The student will be placed on probation as defined in the Student Behavior section;
- The student's permit will be taken and he/she will not be allowed to drive/park a vehicle on school grounds; and
- The student will not be allowed to participate in and/or attend any extracurricular activities of the HPS District for a period of at least thirty (30) calendar days. If there are not thirty (30) days left

in the school year, the thirty (30) day period will carry forward to the following year.

- The student will be encouraged to attend drug and/or alcohol counseling, and if any charge is incurred, it will be the responsibility of the custodial parent or legal guardian.

If the student wishes to regain privileges and eligibility, on day thirty-one (31), the student will be tested at the expense of the custodial parent or legal guardian by the district's testing agency. If the test is negative, the probation is lifted and all privileges and eligibility is restored. However, the student will continue to be tested for the next six (6) testing cycles as part of the random testing pool.

Exception

Certain chemicals that take more than thirty (30) days to leave the student's system will be considered differently if a doctor's written opinion details said residual effects of the particular substance and that opinion is agreed upon by the testing agency.

Adulterated, Diluted, Substituted or Invalid Samples

Any adulterated, diluted, substituted sample will be treated as a positive test and an invalid sample will trigger an immediate retest.

Second Positive Test

For the second positive test:

- The student's permit will be taken and he/she will not be allowed to drive/park a vehicle on school grounds;
- The student will not be allowed to participate in and/or attend any extracurricular activities of the HPS District for the remainder of the school year;
- The student will be encouraged to attend drug and/or alcohol counseling, and if any charge is incurred, it will be the responsibility of the custodial parent or legal guardian.

If the student wishes to regain privileges and eligibility at the end of the suspension period, the student will be tested at the expense of the custodial parent or legal guardian by the district's testing agency. If the test is negative, the suspension is lifted and all privileges and eligibility is restored. However, the student will continue to be tested for the next six (6) testing cycles as part of the random testing pool.

Third Positive Test

For the third positive test:

- The student will permanently lose his/her driving/parking privileges; and
- The student will not be allowed to participate in and/or attend any extracurricular activities of the HPS District for the remainder of his/her enrollment in the HPS District.
- The student will be encouraged to attend drug and/or alcohol counseling, and if any charge is incurred, it will be the responsibility of the custodial parent or legal guardian.

Non-Punitive Nature of the Policy

No student shall be penalized academically for testing positive for illegal drugs and/or alcohol under

the random drug and alcohol testing policy. The results of tests pursuant to this policy will not be documented in any student's academic records. Information regarding the test results will not be disclosed to criminal or juvenile authorities, absent legal compulsion by valid and binding subpoena or other legal process. The student and the student's custodial parent or legal guardian will be notified as soon as possible by the district if legally permissible.

Records

All records concerning positive test results shall be cumulative and maintained by the Superintendent or his or her designee in a separate student file. Only the Superintendent or designee shall have access to the files. The file on each student will be destroyed upon graduation or two (2) years after termination of enrollment. A student and the student's custodial parent or legal guardian may obtain a copy of testing records upon written request.

Other Disciplinary Measures

The district is not precluded from utilizing other disciplinary measures set forth in the student discipline policy. This policy does not preclude the district from taking disciplinary action when founded upon reasonable suspicion that a student has participated in drug-related activities.

DANCES

Students attending any school sponsored dance or activity, either on or off-campus, shall be governed by the rules and regulations of the school and subject to disciplinary action. Any HHS student who attends a school sponsored dance must purchase tickets prior to the dance, and at that time, list his/her name and the name of his/her date. Everyone attending MUST be pre-registered and have some form of ID. Anyone who wishes to bring a date who is NOT a HHS student must receive prior approval from the Principal before purchasing tickets. TICKETS WILL NOT BE SOLD AT THE DOOR. Dances will begin at 8:00 p.m. and end at 10:30 p.m., with the exception of homecoming and the prom. Doors will close thirty (30) minutes after the announced start time of the dance, and no one will be allowed to enter unless prior approval by the principal has been given. No student will be allowed to leave the dance more than thirty (30) minutes prior to the ending time. Students may only leave early if their own parent comes to the dance to sign them out.

HHS students who are attending school sponsored dances are subject to participation in the drug and alcohol random testing policy and must have a signed Consent Form "A" on file in the office, permitting participation in the random testing pool.

SERVICES

ANNOUNCEMENTS

Announcements will be made regularly. The individual or the organization that desires to have an announcement made must present it in written form, signed by the sponsor, and have it in the main office by 3:00 p.m. the day before the announcement is to be made in order to be included in the next day's announcements.

BULLETIN BOARD

Bulletin boards are reserved for school use. Commercial advertising is not permitted nor are announcements for churches, social groups, or any other organizations unless such announcements pertain to the whole school. Office approval must be secured before posting any announcements on bulletin boards and/or anywhere else on campus.

CLOSING OF SCHOOL

In case of school closing due to ice, snow, or other emergency, an announcement will be made over local radio and television stations as well as other electronic means. If no announcement is made, school will be in session.

CONFLICT RESOLUTION INTERVENTION (CRI)

HHS students may be required to successfully complete a four hour session relating to anger management and conflict resolution upon their first fight or second infraction of bullying, insubordination or disorderly conduct. The four (4) hours of CRI Strategies may be provided by Riverview, according to the agreed upon terms of their contract. The Assistant Principal may choose to require the student to attend intervention classes with the school guidance counselor instead. Students and/or parents may voluntarily sign up for anger management and conflict resolution by contacting the student's Assistant Principal. HHS will provide a meeting place for the counseling and will consider the student's voluntary participation in the intervention program when issuing disciplinary consequences by reducing the number of assigned OSS days.

CRIMINAL ACTS

According to *A.C.A. 6-17-113*, the school administrator must report any violent criminal act against a teacher or school employee to the local law enforcement agency and an immediate investigation shall be conducted by an official and filed with a prosecutor or judge.

Whenever the principal or other person in charge of a public school has personal knowledge or has received information leading to a reasonable belief that any person has committed or has threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision, the principal or the person in charge shall immediately report the incident or threat to the superintendent of the school district and the appropriate local law enforcement agency. The report shall be by telephone or in person immediately after the incident or threat and shall be followed by a written report within three (3) business days. The principal shall notify any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The

superintendent or designee shall notify the local school board of directors of any report made to law enforcement under this section. When a law enforcement officer receives a report of an incident pursuant to the law, the officer shall immediately report the incident to the office of the prosecuting attorney and shall immediately initiate an investigation of the incident. The prosecuting attorney shall implement the appropriate course of action and provide a written report to the principal within thirty (30) days.

DEFIBRILLATORS

HHS has several Heartstart Automated External Defibrillators (AEDs) placed around campus. These devices are available during the school day and during school-related activities, such as athletic events. A number of teachers and administrators are trained responders and are available should the defibrillator be needed (*A.C.A. 6-10-122*).

DISTRIBUTION OF NON-SCHOOL LITERATURE, PUBLICATIONS, AND MATERIALS

Student Publications

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

1. Advertising may be accepted for publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator: ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited publications include:
 - a. Those that are obscene as to minors;
 - b. Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;
 - c. Those that constitute an unwarranted invasion of privacy as defined by state law;
 - d. Publications that suggest or urge the commission of unlawful acts on the school premises;
 - e. Publications which suggest or urge the violation of lawful school regulations;
 - f. Hate literature that attacks ethnic, religious, or racial groups.

Student Publications on School Web Pages

Student publications that are displayed on school web pages shall follow the same guidelines as listed above. Plus shall...

1. Not contain any non-educational advertisements.
2. Additionally, student web publications shall adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of 18.

3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Non School Literature, Publications, and Materials

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

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

The regulations shall:

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non school materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur, and the Principal may impose additional requirements when deemed appropriate to avoid disruption, congestion, or other problems that could be associated with the distribution;
5. Not inhibit a person’s right to accept or reject any literature distributed in accordance with the regulations; and
6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 7 days. Students who distribute materials are responsible for picking up any materials thrown on school grounds.

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

DRIVER’S LICENSE

According to *A.C.A. 6-18-222*, an application for a license must be accompanied with proof of a 2.00 GPA for the previous semester before being issued. The law also requires school officials to notify the licensing bureau in Little Rock if a student drops out of school before he/she is eighteen (18) years of age. The State of Arkansas will invalidate the license for high school dropouts. Licenses may also be revoked for students with excessive absences. Forms may be obtained from the counselor’s office.

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

When a student exceeds the number of absences provided for in the district's student attendance policy, the Dept of Motor Vehicles shall suspend the student's learner permit or driver's license until the student is successfully attending school (minimum of three (3) weeks of no absences) and meets requirements specified in the code (students fourteen (14) and older). Students who quit school are also subject to having their learner's permit or driver's license suspended.

DRUG DOG

Students and parents of the HPS District should be aware that the district has access to a registered drug-sniffing dog. The dog, while gentle, has been specially trained to locate marijuana and other illegal drugs. Use of a drug-sniffing dog is a proactive approach to prevent illegal drugs from being brought to the HHS campus.

Periodic, unannounced visits to HHS or school-sponsored events will be made by the dog and its handler. Automobiles and other areas of the buildings and grounds could potentially be searched. Students will be held responsible for any prohibited items found in their automobiles or other belongings at school. Should prohibited items be found during a school check, the violators will be disciplined according to policy and may face prosecution under local, state, and federal laws.

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than four (4) times per year with at least one each in the months of September, October, January, and February. Students who ride school buses shall also participate in emergency evacuation drills at least twice each school year. Other types of emergency drills may also be conducted. These may include, but are not limited to: earthquake, act of terrorism, chemical spill, and earthquake.

FLOWER/GIFT DELIVERIES

HHS offices will **NOT** accept delivery of flowers, balloons, or other gift items. A floral or gift shop wishing to make a delivery to a student on the campus must make the delivery during the student's lunch time. After obtaining a visitor's pass from the office, the floral or gift shop is responsible for giving the flowers/gift directly to the student in the cafeteria. During Homecoming and Valentine's Day, HHS will coordinate a means for distribution of flowers/gifts with area florists. The intent behind this policy is to reduce interruptions of instructional time and provide a better system for florists to be able to distribute these items to students.

FOOD SERVICES

The District only provides substitute meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent or guardian wishing to request such a dietary accommodation must submit a Certification of Disability for Special Dietary Needs Form completed by a licensed physician to the District's Director of Child Nutrition, Mrs. Deanna Gilbert. The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

Free or reduced price lunches shall be provided for children whose parents meet eligibility requirements as set by the State Dept of Ed and the United States Department of Agriculture. Parents must fill out forms provided by the school to determine eligibility before free and reduced lunches can be served. Forms can be obtained in the cafeteria, in both Assistant Principals' offices, and in the Counselor's office. The district does not permit students to charge meals. Payment for such food items is due at the time the food items are received. Parents or students choosing to do so may pay weekly or monthly in advance for students' meals. . Students are only allowed to eat once on a free lunch. Payment must be made for a second lunch.

Parent/guardians have the right to bring food to school for their OWN child's individual consumption to be eaten during the school's designated breakfast and lunch times. Parents/guardians are encouraged to send the student to school with their breakfast and lunch rather than trying to bring it at the student's designated breakfast or lunch time. Students are not allowed to call out or have food delivered by local eating establishments. Students will not be granted an extension of the breakfast and lunch time due to the late arrival of their breakfast and lunch. The absence and tardy policies will apply to these students. If a parent/guardian chooses to bring food to school for their child, the student's name must be written on it, and it must be brought to the office during the student's designated lunch time. The parent/guardian will be given a visitor's pass in order to deliver the food to the student in the cafeteria. Students are not allowed to go to the street on either side of campus and pick up food from cars.

Students are expected to proceed to the cafeteria and secure their meal in an orderly manner. There should be no breaking in line. Students who are disruptive, disorderly, break in line, or secure food without paying for it will be subject to disciplinary action.

FUND RAISING

All fund raising activities shall have the approval of the principal. Under no circumstances shall any school or school sponsored organization be allowed to sell anything on a door-to-door or house-to-house basis.

GIFTED AND TALENTED

Identified gifted and talented students in HHS are encouraged to enroll in advanced level classes such as Pre-AP, AP, and Comp 1 and 2. These classes will require a definite commitment from the student. The content is more rigorous and expectations are above and beyond traditional classes. AP classes carry weighted credit, (A=5, B=4, C=3, D=2) and are contingent on students completing the full year

course and taking the applicable exam(s) in May (*A.C.A. 6-15-902*). Many colleges give college credit to students based upon their score(s).

GRIEVANCE – DUE PROCESS

Due process is at a minimum: 1) notice of the charge; 2) opportunity for denial; 3) evidence against him/her (if the charges are denied); 4) opportunity to tell his/her side of the story; and 5) the decision with a timely notice and an opportunity for a fair hearing. The degree of due process required is directly proportional to the degree of loss to the student. Any penalty which effectively denies a student's education will require the greatest degree of due process.

GUIDANCE SERVICES

The purpose of the HHS guidance service is to assist students in social, educational, vocational, and personal development. The counselors are in their offices from 7:30 a.m. until 3:30 p.m. each day. Students wishing to visit with a counselor should go to the counselor's office and leave their names with the secretary. The counselors will call for students as time is available. Students should not go to the counselor's office during class time unless they have been summoned. Guidance services are provided by HHS counselors.

INSURANCE FOR EXTRA-CURRICULAR ACTIVITIES

The insurance coverage purchased by the HPS District provides coverage on an excess basis only. This means that only those medical expenses, which are NOT payable by your own personal or group insurance, are eligible for coverage under this policy up to the limits. Parents, please follow the instructions below when filing a claim.

- The claim form **MUST** be mailed within ninety (90) days of the date of the accident. Please be certain that:
 - The school official has completed the school's section of the claim form;
 - You have completed and signed the Parent's Statement and Medical Authorization;
 - The Statement of Other Insurance section has been fully completed. If you are employed but have no insurance, please include a statement of verification from your employer on company letterhead.
- IMMEDIATELY submit a claim for all medical expenses to the company that administers your personal or group insurance (including Major Medical coverage). If you have coverage through an HMO or similar facility, you must use this facility first or your claim will NOT be covered under this policy.
- After your primary insurance has paid the medical expenses up to the policy limits, submit itemized bills AND copies of the Explanation of Benefits from your primary insurance company as you receive them. We cannot accept balance due bills.
- Please write the claimant's name, policy number and date of the accident on all Bills and Explanation of Benefits.
- Please keep a copy of the Claim Form, all bills and primary insurance Explanation of Benefits for your own records.

LOCKDOWN PROCEDURES

When the school is in lockdown, students and staff members are expected to be in a communication blackout except for official information from the incident commander and/or Superintendent of Schools. All communication should be from the administration to the staff members via e-mail and/or intercom. Once the lockdown is over, students will be permitted to contact their parents/guardians. Media releases will be provided by the Office of the Superintendent as soon as information is available. Parents/Guardians are requested not to pick up students or make contact via technological devices unless requested by school administration.

LOST AND FOUND

Students are encouraged to label all belongings brought to school. It is also recommended that unnecessary items be left at home. Lost and found items will be kept in both offices. Unclaimed items will be discarded periodically.

MESSAGES

Emergency messages ONLY will be delivered to students. Classes will not be interrupted to deliver messages regarding transportation, personal appointments, work schedules, family errands, etc.

PREGNANCY

A student is to notify the office after confirmation of pregnancy and secure a school health form for her medical doctor to complete, which authorizes her continuing attendance. A student who does not complete scheduled assignments during her absences (as specified by her medical doctor) may be dropped from school or lose credit in classes under the minimum attendance requirements.

RESOURCE OFFICER

HHS has a Hope Police Department officer assigned to the high school campus. The officer is available to help all students and parents. Assistance to students may include teaching classes, providing students with a support system, and acting as a liaison with the community. All students should comply with the requests of the School Resource Officer. The School Resource Officer has an office located in the Annex building.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 provides individuals with disabilities basic civil rights protection against discrimination in any program or activity receiving financial assistance, including public schools. *Section 504* provides services for students identified as having a disability which substantially limits a major life activity. Under *Section 504*, the school district has the responsibility to identify, evaluate, and determine eligibility. If a student is eligible for services under 504, the student will receive accommodations, modifications, and related services to address the needs of the student. Students may be eligible for services under the provisions of *Section 504* even though they do not require services pursuant to the *Individuals with Disabilities Education Act (IDEA) 2004 (PL 94-142)*. To refer a student for consideration for 504 services, please contact a building principal. He/she will process your referral or direct you to the building 504 designee for processing.

SEX OFFENDERS ON CAMPUS

Megan's Law

Individuals who have been convicted of certain sex crimes must register with law enforcement as sex offenders. Arkansas law places restrictions on sex offenders with a Level 1 sex offender having the least restrictions (lowest likelihood of committing another sex crime) and Level 4 offenders having the most restrictions (highest likelihood of committing another sex crime). While Levels 1 and 2 place no restrictions prohibiting the individual's presence on a school campus, Levels 3 and 4 have specific prohibitions (*A.C.A. 5-14-132*). Students whose parents or guardians are sex offenders will not be stigmatized; however, necessary steps will be taken to safeguard the school community and comply with the law.

SICK OR INJURED STUDENTS

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

Teachers and other school personnel shall provide immediate first aid to injured students or other persons. This shall NOT include the administering of any medication. Such injuries shall be reported immediately to the office of the Principal and the parent may be notified and/or the Principal may take further action.

When a student becomes ill at school, the parent will be called. If contact with the parent cannot be made, the principal and teacher will do what is expedient and safe for the injured or sick student, which may include taking/sending the student to the emergency room of the hospital. It is very important for parents to update all telephone numbers including emergency numbers should a crisis situation arise. The school assumes no responsibility for the treatment or the cost of treatment.

SPECIAL SERVICES

Special Education

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals with Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Arkansas Statutes.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even if they do not require services of IDEA (*A.C.A. 6-41-204*).

A referral for consideration of special education services may be made at any time if a student is suspected of having a disability which adversely affects their educational performance. Areas of disability recognized and defined by the *Individuals with Disabilities Education Act (IDEA)*

Amendments of 1997 and 2004 are:

<ul style="list-style-type: none">● Autism● Deaf – blind● Hearing impairment● Emotional disturbance● Mental retardation● Multiple disabilities	<ul style="list-style-type: none">● Orthopedic impairment● Other health impairment● Speech or language impairment● Specific learning disability● Traumatic brain injury● Visual impairment
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A referral may be made to the principal by teachers, administrators, parents, counselors, students, and other individuals with relevant knowledge of the child. The referral is to be made in writing through the completion of the required referral form. When the referral originates from a parent, the school designee shall complete the referral form.

Determination of eligibility and the subsequent need for special education services is made after all available data is gathered and reviewed by an evaluation/programming committee which includes appropriate school personnel.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. Implementation of an Individualized Education Program IEP in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The HPS Board directs the Superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The Superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding handicapped students. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of handicapped students and their parents. No discrimination against any person with a disability shall knowingly be permitted in any program or practice in the HPS District. For questions or concerns about Special Services, contact Mrs. Mary Beth Fincher at (870)-722-2735.

SUMMER SCHOOL

A summer school program is offered to students in grades nine (9) – twelve (12) for credit courses. Students needing this service to regain credits toward graduation should take advantage of this offering. The counselors will notify students of the course(s) that need to be taken in summer school (*A.C.A. 6-16-701*).

SUPPLIES

Student supplies for the classroom will be provided by the school. Students will report to their scheduled first period teacher and receive all necessary supplies for their classes.

SUSPECTED CHILD ABUSE

HHS, in compliance with the Child Maltreatment Act (*A.C.A. 12-18-402*), directs school employees who suspect that a child's physical or mental health and/or welfare has been adversely affected to report those concerns to the Child Abuse Hotline. Failure to report suspected child abuse, maltreatment or neglect by calling the Hotline can lead to criminal prosecution and individual civil liability of the person who has this duty (*A.C.A. 12-18-206*). Notification of local or state law enforcement does NOT satisfy the duty to report; only notification by means of the Child Abuse Hotline discharges this duty.

The duty to report suspected child abuse or maltreatment is a direct and personal duty, and cannot be assigned or delegated to another person. There is no duty to investigate, confirm or substantiate statements a student may have made which form the basis of the reasonable cause to believe that the student may have been abused or subjected to maltreatment by another person. Employees and volunteers who act in good faith in making notification, the taking of a photograph or radiological test, or the removal of a child while exercising a seventy-two hour hold is immune to suit and to civil and criminal liability (*A.C.A. 12-18-107*).

The reporting party will contact the Suspected Child Abuse/Neglect (SCAN) Hotline so that instances of suspected abuse or neglect may be investigated. The Hotline number is: 1-800-482-5964

TELEPHONES

School telephones are for school business or emergency calls only. Students will not be called to the office to speak on the phone. Important messages only will be delivered by office personnel. Parents desiring to talk with teachers should call the office and leave a phone number. Calls will be returned during the teacher's conference period.

TRANSFER OF CHILDREN BETWEEN CUSTODIAL/NON-CUSTODIAL PARENTS

In order to prevent continuing child custody controversies from involving public school personnel, and to avoid disruptions to the educational atmosphere in our public schools, the transfer of a child between the child's custodial parent and parent, when both parents are present, is prohibited from taking place on the real property of a public elementary or secondary school on normal school days during normal hours of school operations (*A.C.A. 9-13-104*).

Upon request, any non-custodial parent with visitation rights awarded by the court with respect to a child shall be provided a copy of the scholastic records by the school.

If there is any question concerning the legal custody of a student, the custodial parent shall present documentation to the principal or 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 a current court order granting visitation may eat lunch, volunteer in their child's classroom, or otherwise have contact with

their child during school hours at the prior approval of the school's principal.

VIDEO SURVEILLANCE

The Hope School Board 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. 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 restrooms or dressing areas where an expectation of privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras.

The HPS District shall retain copies of video recordings for a minimum of two (2) weeks before they are erased which may be accomplished by either deletion or copying over with a new recording. Parents wishing to view a video recording need to be aware that it may not be available after the two week period unless the video contains certain evidence of misconduct. The district is not obligated to give a copy of the video to the parent or their lawyer.

Video recordings shall be considered student education records and any release or viewing of such records shall be in accordance with current law. Videos containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct has been settled. Parents of students "inadvertently" caught in the video do not have the right to inspect the videos. However, if a student was not "involved" in the altercation prompting the disciplinary action but happened to get pushed by one of the students in the fight, the pushed student's parents may have the right to review the video.

Students who vandalize, damage, disable, or render inoperable surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities (*34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31 and 20 USC 1232(g)*).

VISITORS

Parents, grandparents, legal guardians, business and community members are welcome to visit our campus any time. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to report directly to the Assistant Principal's office and school personnel will assist you. Parents/guardians and visitors should only enter through the doors by the main office or annex building office during school hours. To help ensure the safety of all students and staff members, entrance to school buildings from other doors is not permitted. Students and staff members shall not be permitted to open an exterior door for a

parent/guardian or visitor but shall direct the parent/guardian or visitor towards the office for assistance. Upon checking in at the office, the parent/guardian or visitor will be given a visitor's badge to wear while on the campus. The visitor's badge grants the visitor limited campus access to report to the designated place of visitation only.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Appointments should be made for teacher conferences and are best when scheduled

in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Teachers are not permitted to come to the phone during instructional time. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge. No parent/guardian or visitor on campus may report directly to a teacher's classroom without reporting to the office first.

Students are NOT allowed to bring non-enrolled friends on campus. Social visitors, generally, disrupt the classroom and interfere with the learning environment. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the prior approval of the school principal, knowledge of the classroom teacher, and registration at the office. The district has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

YEARBOOK AND STUDENT PUBLICATIONS

School publications shall adhere to the requirements of *A.C.A. 6-18-1201-1204*. All publications that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored publications. School publications do not provide a forum for public expression. Such publications, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial control of the administration whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to certain limitations. The Bobcat Annual will be commercially prepared and students may order the annual during specific periods of time. The annual will be delivered before school is out each year in May. Extra annuals will not be available.

- (a) Advertising may be accepted for publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
- (b) Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
- (c) Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.
- (d) Prohibited publications include:
 - a. Those that are obscene as to minors;

- b. Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, made with knowledge of their falsity or reckless disregard of the truth;
- c. Those that constitute an unwarranted invasion of privacy as defined by state law;
- d. Publications that suggest or urge the commission of unlawful acts on the school premises;
- e. Publications which suggest or urge the violation of lawful school regulations;
- f. Hate literature that scurrilous attacks ethnic, religious, or racial groups.

Student publications displayed on school web pages shall follow the same guidelines as listed above, plus they shall:

- (a) Not contain any non-educational advertisements. Additionally, student web publications shall;
- (b) Adhere to the restrictions regarding use of Directory Information, including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of eighteen (18);
- (c) State that the views expressed are not necessarily those of the Hope School Board or the employees of the HPS District

**Creative Action Team School
(CATS)
Handbook**

**512 Henry C Yerger Street
Hope, AR 71801
Phone: (870) 722-2772
Office Hours: 7:30am – 3:30pm**

Vision Statement:

Breaking cycles to encourage community minded, life long learners

Mission Statement:

Create an environment conducive to establishing academic stability and an appreciation for the value of positive and meaningful community involvement.

Principal: Mike Radebaugh

Guidance Counselor: Patti Roberts

Secretary: Joyce Bryant

Elementary Teacher: Loretta Dalhover

Secondary Teacher: Hannah Wilson

Secondary Teacher: Romunda Hamilton

District Paraprofessional: Rev. Jesse Henry

Classroom Paraprofessional: Whitney Hoglund

FOREWORD

The Student-Parent Handbook is intended to answer questions regarding policies, practices and procedures of the Hope Public School District and CATS. The information contained in the handbook is a valuable guide to both parents and students. A committee of parents, teachers, students, counselors, and administrators will review the handbook each year to be certain that appropriate information is in the handbook. We encourage parents to call the school administrator with any questions they may have.

ABBREVIATIONS USED IN THIS HANDBOOK

<p>Advanced Placement - AP After School Detention - ASD Alternative Learning Environment - ALE Arkansas - AR Arkansas Activities Association - AAA Department of Education - Dept. of Ed.</p>	<p>Grade Point Average - GPA Hope Public Schools - HPS Individual Education Program - IEP Out of School Suspension - OSS Saturday School - SS</p>
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Please complete all handbook forms and return them to your Teacher on or before Tuesday, September 5, 2018

Bell Schedule

7:15 – Supervision duty begins

7:45 – Breakfast in Room 4

8:00 – Announcements and Stretch
8:10 – Period 1 – English Language Arts (ELA)
8:55 – Break/Stretch
9:00 – Period 2 – Mathematic
9:45 – Break/Stretch
9:50 – Period 3 – Science
10:35 – Break/Stretch
10:40 – Period 4 – Social Studies
11:25 – Break/Stretch
11:30 – Writing and Thinking Maps Practice (all grades)
12:00 – Lunch
12:30 – Elective One
1:15 – Break/Stretch
1:20 – Elective Two
2:05 – Break/Stretch
2:10 – Personal Competencies Rotation and Credit Recovery
2:45 – Break/Stretch
2:50 – Personal Competencies Rotation and Credit Recovery
3:15 – Prepare for end of day (phone retrieval, etc)
3:20 – Dismiss and bus line

Primary School Rules

- 1. CATS is a closed campus. Students may not leave campus or enter the Yerger Middle School environment for any reason.**
- 2. Student cell phones are a primary disrupter of student engagement and learning. Therefore, No student cell phones are permitted in the classroom environment. Students carrying a cell phone MUST check the phone in to the secretary upon arrival to school each morning. The student may check their cell phone out at the end of the day or when being checked out of school by a responsible party.**
- 3. Parents, guardians, or documented responsible parties ONLY may bring lunch to a student ONLY during the established lunch period (11am-11:30am). Upon the beginning of class, no food may be consumed inside the classroom. Any food brought outside of those parameters will be held in the office until the next break time.**
- 4. Dress Code:**

Head Covering of any kind cannot be worn inside the building

- Exception: hair accessory headbands**
- No athletic headbands**

Combs/Picks cannot be worn in the hair

- No metal picks allowed at school
- No plastic picks

Shirts

- Cannot be see-through
- Cannot be sleeveless
- Cannot be cold-shoulder shirts
- Cannot expose breasts

Shorts/Dresses/Skirts

- Must reach the knee
- Dresses worn with leggings, jeggings or joggers must reach the knees

Pants

- Cannot show skin more than three inches above the knee
- No sagging
- Jeggings or leggings may be worn with a dress or shirt that meets the knee

Shoes

- No shower shoes
- No flip flops
- No light-up shoes
- No slides
- No house shoes

Students are prohibited from wearing, while on the school grounds, during the school day, and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast. The final decision regarding apparel will be at the discretion of the principal or designee. If, in the judgment of the administration, a student's attire is a health hazard or a distraction to the educational atmosphere of the school, the student will be sent home to change before returning to school or may be assigned to ISS if the student does not have appropriate replacement apparel.

5. ALL visitors to the school MUST check in at the front office of the school before being admitted to any classroom or on-campus function.

6. All other Hope Public School District Rules apply to the CATS campus.
Criteria to enter the CATS program:

Antecedent	Recommendation Source	Committee Review?	Duration	Exit Criteria	Transition back to ALE
Severe Disciplinary Action (Expulsion)	Superintendent	Yes	Length of avoided expulsion (Minimum)	Demonstrating an improvement of the behavior	CATS Committee Decision
Returning from residential placement	Superintendent	Yes	One grading period (Minimum)	Demonstration of coping skills for general education	Yes
SPED Behavior	SPED Committee	Principal / Superintendent	Undefined	Demonstration of a change in the referred behavior	SPED Committee
Repeated behavior (one) causing school disruption	School of origin principal	Yes – Must consider interventions (RtI)	Minimum 20 school days	Demonstration of behavior control / change	School of origin principal
Victim of domestic abuse / violence / neglect causing a behavior	School of origin principal	Yes	Minimum 20 school days	Development of coping skills to handle general education environment	CATS Committee Decision

Homebound candidate due to family or medical issues	SPED Committee/ District Social Worker / Attendance officer	Yes	As needed to overcome obstacle	Extenuating circumstance resolved	Committee Decision
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Parents and students should know that the criteria to exit the CATS program centers on an ability to demonstrate a change in the behavior or circumstance that was the catalyst for referral to CATS.

Program Description of CATS (purpose) as prescribed by the Arkansas Dept. of Education

Placement, Progress, and Transitional Documentation

PLACEMENT DOCUMENTATION: Discipline referrals, court records, juvenile residential facility placement documentation, RtI documentation, and IEP/behavior plans will be first consideration for placement. Grades/transcripts, test scores, attendance records, teacher/staff input, AIP's, IEP, and 504 plans will also be considerations by the Creative Action Team School (CATS) Placement Team. Additionally, students with documented homebound placements will be considered based on need and LRE considerations.

PROGRESS DOCUMENTATION: The Student Action Plan (SAP) contains the goals and objectives the students are to meet to eventually exit CATS. These goals will be based partially on general expectations of the school, but the primary purpose of the goal setting process will be to change the specific behavior or overcome the circumstance that warranted placement at CATS. Additionally, report cards, unit pre and post tests, and Kickboard PBIS documentation will be used to determine progress. The CATS Placement Team will meet to review student progress in meeting those goals and objectives at least monthly depending on the time frame established and the progress monitored by the faculty and staff of CATS.

TRANSITIONAL DOCUMENTATION: Progress reports (PBIS and academic), teacher reports/input, and student input will be the primary documentation used to transition back to general education. Once the CATS Placement Team determines that the student has met the goals and objectives outlined in the SAP, the student will be transitioned back to their school of

origin. The receiving teacher will be included along with the previously designated CATS Placement Team. Continued supports and interventions will be available for a minimum of nine weeks (longer if needed) in order for the transition to be successful and lead to success and graduation.

ALE Placement and Criteria Procedures (4.02)

ALE Criteria and Placement Procedures:

4.02.1 To be an eligible ALE student, a student must exhibit two (2) or more of the characteristics identified in Section 4.02.1.1 and Section 4.02.1.2. Students will not be placed in the ALE based on academic problems alone.

4.02.1.1 Situations that negatively affect the student's academic and social progress may include, but are not limited to:

4.02.1.1.1 Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics, 4.02.1.1.2 Abuse: physical, mental, or sexual, 4.02.1.1.3 Frequent relocation of residency, 4.02.1.1.4 Homelessness, 4.02.1.1.5 Inadequate emotional support, 4.02.1.1.6 Mental/physical health problems, 4.02.1.1.7 Pregnancy, or 4.02.1.1.8 Single parenting.

4.02.1.2 Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics: 4.02.1.2.1 Personal or family problems or situations, 4.02.1.2.2 Recurring absenteeism, 4.02.1.2.3 Dropping out of school, or 4.02.1.2.4 Disruptive behavior.

Placement Process: The sending principal will request an appointment with the CATS Principal and the entire CATS Placement Team (CATS Principal, Principal [or designated representative] from school of origin, Special Education or 504 representative [typically Director of Special Education, if applicable], the parent, CATS classroom teacher, probation officer [if applicable], mental health professional therapists [if applicable]), and the student to determine whether or not the student meets criteria for placement. If the student is placed in CATS, and SAP including SMART objectives will be developed within 5 days of placement.

Monitoring - The CATS Principal, CATS instructors, and the parents will communicate on a daily/weekly basis (as needed). These contacts will include unexpected positive contacts to the parent. The CATS Principal will gather the documentation upon which to make the decision,

and the prior interventions are reviewed by all committee members. The CATS Principal will monitor to ensure the placement procedures are followed correctly.

Supportive/Non-Punitive Environment (4.01)

All teachers are expected to be supportive and not critical of students placed in CATS. Low teacher-student ratios will allow for individualized instruction and more one-on-one interaction than is usually experienced in the traditional environment.

Non-punitive:

No student is placed in an ALE setting for behavior alone. All students must meet the criteria set by the CATS guidelines as identified in 4.02.1 and 4.02.1.2

Personal competencies will be a significant part of the daily curriculum. The Arkansas Counseling and Psychodiagnostic organization has agreed to provide group personal skill building sessions as part of the regular activities as well. Furthermore, the District Social Worker is based on the campus and will provide art therapy and group counseling weekly. The District Social Worker will also be on hand to assist the CATS staff in de-escalating potentially intense situations and provide individual counseling as needed.

Positive Behavior Support (PBS) will be monitored and applied through Kickboard. Kickboard is an online positive behavior monitoring system designed to be efficiently used by all staff. The Kickboard format is easy to understand by staff, students, and parents. Varying rewards will result when a student's positive behavior and attitude warrants the reward.

CATS has also initiated the Breakfast Club on alternating Fridays. The Breakfast Club invites community leaders to attend and socialize informally with ALL students. Every student present at school is eligible to attend. Often, those who have the most difficulty in earning rewards are the most in need of meaningful and appropriate social interaction. The purpose of this concept is to develop a sense of community, belonging, and ownership of our city.

Student/Teacher Ratios (4.03.3)

Student/Teacher ratio goal in all grades will be no more than (15) to one (1). This is monitored

closely through collaborative conversation between the CATS Principal and the CATS staff.

Individual Counseling Services (4.01.2)

Individual counseling services are provided daily by the District Social Worker and mental health professionals. Personal competencies will be a significant part of the daily curriculum. The Arkansas Counseling and Psychodiagnostic organization has agreed to provide group personal skill building sessions as part of the regular activities as well. Furthermore, the District Social Worker is based on the campus and will provide art therapy and group counseling weekly. The District Social Worker will also be on hand to assist the CATS staff in de-escalating potentially intense situations and provide individual counseling as needed. The District Social Worker will additionally provide necessary services within his/her area as many of the CATS students are in the court system.

Delivery of Instruction via Technology and Teacher Interaction (4.04)

The CATS program will be designed to help students maintain and improve academic success through Edmentum virtual courses. Each student will be supplied with a Chromebook, and their academic schedule will be designed to work as seamlessly as possible with the pacing guides of their school of origin. In grades 7-12, the Edmentum program will provide a teacher of record for each course. However, a certified brick and mortar teacher will be present to facilitate and and engage each student daily to ensure academic progress and success. The certified teacher will be simultaneously engaging student learning for more than 50% of each day. Teachers will be engaged with students through direct instruction, project based learning, problem based learning, hands on interactions, small and large group discussions, grade level projects, for 50% or more of the daily instruction. The remaining classroom staff will be present to support, encourage, and facilitate the learning process. Students will then have the freedom to switch from course to course to avoid frustration if necessary and work at their own pace. Each classroom will also be equipped with a smart board to allow for large concepts and ideas expressed.

In grades K-6, students will also be assigned a Chromebook for online engagement. However, all instruction will be delivered by an appropriately certified teacher. The elementary teacher

will be given flexibility to change subjects and/or activities in an effort to drive instruction

Credit Recovery (4.04)

A. Credit Recovery is provided for students who have failed a course, been denied credit due to attendance or other credit deficiency factors, i.e. lagging behind the appropriate graduation cohort.

B. Credit Recovery is a component of the ALE program implemented through the Edmentum Learning program to get students back on track to graduate and be college and career ready . The students' time spent and work accomplished is monitored through counseling and monitoring by the lead teacher. Credit Recovery requirements of consortium schools are predetermined

Curriculum and Instructional Methods / Arkansas Standards (4.04)

The ALE curriculum is based on the Arkansas State Standards as adopted by the Hope Public School District for all grade levels. Instructional method and mode used for 7-12 is the Edmentum education solutions package. Edmentum also provides Career and Technical Education curriculum that can help students gain an interest in a specific career. The elementary curriculum will be delivered by an appropriately certified teacher using a combination of direct, individualized, and online content.

ACT, SAT, ASVAB and GED Preparation (4.04)

Students 17 years of age and older who are not on pace to graduate with their cohort, will be eligible for the GED preparation program. Edmentum provides GED preparation services as well as programs that provide preparation for the ACT, SAT, and the ASVAB.

Special Education (SPED): §6-48-103 (4.01 & 4.02)

SPED students placed in CATS will receive services and be monitored by the SPED teacher assigned by the Director of Special Education. The SPED teacher will be available to assist the

students with the learning process and to work with the students on the accomplishment of their goals that have been developed in their IEPs. The SPED teacher will make the student's modifications and behavior plans available to each teacher, the CATS lead teacher and the campus CATS Principal.

CATS Exit Criteria and Transitional Success (4.02)

The lead teacher in the CATS program will monitor student progress in achieving their individual goals and objectives contained in their SAP. Upon notification by the lead teacher to the CATS principal, the CATS Placement Team will meet to review the student's SAP and develop or review the transition plan to include necessary supports and continued interventions to help the student transition successfully. The time necessary for transition and completely exiting will vary according to individual circumstances. Once it is determined by the CATS Placement Team that student has met the transition plan criteria, the student will be allowed to exit the program and return to the school of origin.

Behavioral and Career Centered Intervention Services §6-48-103

The lead teacher in the CATS program will monitor student progress in achieving their individual goals and objectives contained in their SAP. Upon notification by the lead teacher to the CATS principal, the CATS Placement Team will meet to review the student's SAP and develop or review the transition plan to include necessary supports and continued interventions to help the student transition successfully. The time necessary for transition and completely exiting will vary according to individual circumstances. Once it is determined by the CATS Placement Team that student has met the transition plan criteria, the student will be allowed to exit the program and return to the school of origin.

Parent Involvement

The career centered intervention services being implemented are career assessments administered by the career coach from the local community college (UACCH/T), WIA and other community resources. The College Fair held at UACCH/T provides college and career readiness information. JAG involves classroom instruction and cooperative training on the job site as a wage earner. The CATS Principal is experienced in career readiness and will provide guidance

and direction in areas of promoting interest in college and preparing and registering students to take the ACT, ACCUPLACER, ASVAB and apply for the Arkansas Challenge Scholarship. Additionally, the Hope Public School District has implemented the Response to Intervention (RtI) process which will allow CATS personnel to administer and monitor behavior interventions to all students in need of behavior interventions. Students being considered for entry into the CATS program for repeated a repeated disruptive behavior (not a student committing a single act warranting placement or a student returning from a residential facility) must have an active RtI plan that has been implemented by the school of origin. CATS personnel and the CATS committee may alter the RtI plan as needed to develop the personal competencies needed to transition back to the school of origin. The Kickboard positive behavior support program will be used the monitor and reinforce positive behaviors.

CLASSIFICATION OF STUDENTS

A student will advance from one grade to the next in accordance with the completion of required courses and the earning of sufficient credits. To be classified as a sophomore, a student must have five (5) credits; a junior must have eleven (11) credits; and a senior must have seventeen (17) credits.

EARLY GRADUATION

Early graduates have the same rights and privileges as traditional eight-term graduates. All requirements for graduation must be met. If early graduation is being sought, the counselor must receive the student's "early graduation request information" within ten (10) days of the end of semester. Students graduating early may participate in the graduation ceremony and senior activities. Diplomas for early graduates will be issued at the graduation ceremony (*A.C.A. 6-18-224*).

TESTING

Testing for College and Careers -- Most colleges require students to take the ACT or SAT as part of the admission process. Many scholarship programs, such as the National Merit Scholarship Program and the Arkansas Academic Challenge Scholarship, require students to take one of these tests. Registration materials are available in the counseling center. Students planning to enroll in a two-year college may take the Accuplacer exam in place of the ACT/SAT. The State of Arkansas also requires other specific tests.

ACT -- The American College Testing Program administers an aptitude examination which consists of a battery of four tests: English, Mathematics, Reading, and Science Reasoning. There are five national Saturday test dates. The regular cost is \$42.50. IF you want to take the optional ACT Writing test with the ACT, your test fee goes up to \$58.50 with more fees if you

are late. Some fee waivers are available. For an additional fee, ACT will send you a copy of the test, the correct answers, and your student's answers. For the student who may wish to retake the test, this information could be helpful. You may register online at: www.actstudent.org.

ASVAB -- The Armed Services Vocational Aptitude Battery is a comprehensive career exploration exam relevant to every secondary school student who is thinking about pursuing some education or training beyond high school. The test is a tool for students to use to make education and career plans and preliminary decisions for their future. As an option, these scores can be used for enlistment purposes in the military for up to two (2) years after testing.

FIELD TRIPS

CATS recognizes that field trips are an integral part of education. Absence due to field trips will be considered a school activity and students will NOT be marked absent. Students are responsible for all missed assignments. Staff members sponsoring the field trip event will enforce the current school policy regarding field trips. No student may participate in an off-campus field trip without a written permission slip from his parents or guardian. A student may be denied participation on a field trip for academic reasons or disciplinary infractions including but not limited to high absenteeism or excessive tardy issues. The final decision on field trip attendance is up to the principal or his designee.

CONFLICT RESOLUTION INTERVENTION (CRI)

CATS students may be required to successfully complete a four hour session relating to anger management and conflict resolution upon their first fight or second infraction of bullying, insubordination or disorderly conduct. The four (4) hours of CRI Strategies may be provided by Riverview, according to the agreed upon terms of their contract. Students and/or parents may voluntarily sign up for anger management and conflict resolution by contacting the student's Principal. CATS will provide a meeting place for the counseling and will consider the student's voluntary participation in the intervention program when issuing disciplinary consequences by reducing the number of assigned OSS days.

CRIMINAL ACTS

According to *A.C.A. 6-17-113*, the school administrator must report any violent criminal act against a teacher or school employee to the local law enforcement agency and an immediate investigation shall be conducted by an official and filed with a prosecutor or judge.

Whenever the principal or other person in charge of a public school has personal knowledge or has received information leading to a reasonable belief that any person has committed or has threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision, the principal or the person in charge shall immediately report the incident or threat to the superintendent of the school district and the appropriate local law enforcement agency. The report shall be by telephone or in person immediately after the incident or threat and shall be followed by a written report within three (3) business days. The principal shall notify any school employee or other person who initially

reported the incident that a report has been made to the appropriate law enforcement agency. The superintendent or designee shall notify the local school board of directors of any report made to law enforcement under this section. When a law enforcement officer receives a report of an incident pursuant to the law, the officer shall immediately report the incident to the office of the prosecuting attorney and shall immediately initiate an investigation of the incident. The prosecuting attorney shall implement the appropriate course of action and provide a written report to the principal within thirty (30) days.

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than four (4) times per year with at least one each in the months of September, October, January, and February. Students who ride school buses shall also participate in emergency evacuation drills at least twice each school year. Other types of emergency drills may also be conducted. These may include, but are not limited to: earthquake, act of terrorism, chemical spill, and earthquake.

LOCKDOWN PROCEDURES

When the school is in lockdown, students and staff members are expected to be in a communication blackout except for official information from the incident commander and/or Superintendent of Schools. All communication should be from the administration to the staff members via e-mail and/or intercom. Once the lockdown is over, students will be permitted to contact their parents/guardians. Media releases will be provided by the Office of the Superintendent as soon as information is available. Parents/Guardians are requested not to pick up students or make contact via technological devices unless requested by school administration.

MESSAGES

Emergency messages ONLY will be delivered to students. Classes will not be interrupted to deliver messages regarding transportation, personal appointments, work schedules, family errands, etc.

SECTION 504 OF THE REHABILITATION ACT OF 1973

Section 504 of the Rehabilitation Act of 1973 provides individuals with disabilities basic civil rights protection against discrimination in any program or activity receiving financial assistance, including public schools. *Section 504* provides services for students identified as having a disability which substantially limits a major life activity. Under *Section 504*, the school district has the responsibility to identify, evaluate, and determine eligibility. If a student is eligible for services under 504, the student will receive accommodations, modifications, and related services to address the needs of the student. Students may be eligible for services under the provisions of *Section 504* even though they do not require services pursuant to the *Individuals with Disabilities Education Act (IDEA) 2004 (PL 94-142)*. To refer a student for consideration for 504 services, please contact a building principal. He/she will process your referral or direct you to the building 504 designee for processing.

SEX OFFENDERS ON CAMPUS

Megan's Law

Individuals who have been convicted of certain sex crimes must register with law enforcement as sex offenders. Arkansas law places restrictions on sex offenders with a Level 1 sex offender having the least restrictions (lowest likelihood of committing another sex crime) and Level 4 offenders having the most restrictions (highest likelihood of committing another sex crime). While Levels 1 and 2 place no restrictions prohibiting the individual's presence on a school campus, Levels 3 and 4 have specific prohibitions (*A.C.A. 5-14-132*). Students whose parents or guardians are sex offenders will not be stigmatized; however, necessary steps will be taken to safeguard the school community and comply with the law.

SICK OR INJURED STUDENTS

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

Teachers and other school personnel shall provide immediate first aid to injured students or other persons. This shall NOT include the administering of any medication. Such injuries shall be reported immediately to the office of the Principal and the parent may be notified and/or the Principal may take further action.

When a student becomes ill at school, the parent will be called. If contact with the parent cannot be made, the principal and teacher will do what is expedient and safe for the injured or sick student, which may include taking/sending the student to the emergency room of the hospital. It is very important for parents to update all telephone numbers including emergency numbers should a crisis situation arise. The school assumes no responsibility for the treatment or the cost of treatment.

VIDEO SURVEILLANCE

The Hope School Board 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. 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 restrooms or dressing areas where an expectation of privacy is reasonable and customary.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in

school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras.

The HPS District shall retain copies of video recordings for a minimum of two (2) weeks before they are erased which may be accomplished by either deletion or copying over with a new recording. Parents wishing to view a video recording need to be aware that it may not be available after the two week period unless the video contains certain evidence of misconduct. The district is not obligated to give a copy of the video to the parent or their lawyer.

Video recordings shall be considered student education records and any release or viewing of such records shall be in accordance with current law. Videos containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct has been settled. Parents of students “inadvertently” caught in the video do not have the right to inspect the videos. However, if a student was not “involved” in the altercation prompting the disciplinary action but happened to get pushed by one of the students in the fight, the pushed student’s parents may have the right to review the video.

Students who vandalize, damage, disable, or render inoperable surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities (*34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31 and 20 USC 1232(g)*).