

HANDBOOK FOR STUDENT CONDUCT AND DISCIPLINE

Adopted: 07/16/2019

Approved: 07/16/2019

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FOREWORD

The Arkansas School for the Blind and Visually Impaired provides a safe and orderly environment that supports all aspects of learning through communication and high expectations of appropriate behavior. The essential component of effective, positive discipline is that it preserves the time needed for meaningful instruction necessary for student achievement.

The 2019-2020 Parent/Student Handbook for Student Conduct and Discipline is designed for students, parents, principals and teachers. Its main purpose is to clearly set forth the standards and limits for behavior established by state law and the Board of Trustees. It also describes the administrative actions taken when standards of behavior are violated. The Handbook is annually reviewed and revised as needed by parents, students and school personnel.

We sincerely hope that all who use this handbook realize the importance of the student's responsibility for his/her own acceptable behavior and the protection of the student's personal rights to due process and fair treatment.

James Caton
Superintendent

Board of Education Disclaimer Statement

Use of the masculine pronoun throughout the policies adopted by this Board is for the sole purpose of ease in sentence construction and should not be construed as Board intention to discriminate against females in either its written materials or its practices. The feminine pronoun will be used only in those policies where the masculine form would be totally inappropriate.

For Your Information

The Handbook is available for review at
www.ArkansasSchoolForTheBlind.org

Dear Parents/Guardians and Students:

Welcome to the Arkansas School for the Blind and Visually Impaired! We are very proud of our school and know that your experience here will be productive and rewarding.

The purpose of this handbook is to inform you about applicable philosophy, policies and procedures. We are sure you realize that this must be a cooperative endeavor and that we can succeed only to the extent that each of you cooperates with us in this vital activity.

In this handbook, you will find the discipline policies of the Arkansas School for the Blind and Visually Impaired. A.C.A. § 6-18-502 (d) (e) requires schools to advise and provide written notification to parents and students of the school's student discipline policies. This act also requires your documentation of the receipt of these policies. ***Please sign receipt of policies form and return to your child's teacher immediately. Your signatures do not indicate your agreement with the policies – only that you have received them.***

Thank you for your assistance in helping us comply with A.C.A. § 6-18-502 (d) (e).

Please take the time needed to thoroughly review this handbook. All students are expected to comply with the policies and procedures found herein.

We look forward to the opportunity of working with your child.

Mrs. Teresa Doan
K-12 Lead Principal
Athletic Director

Mr. Tyrone Williams
K-12 Assistant Principal

Ms. Amanda Noles
Special Education Supervisor

Ms. Jennifer Linder
School Counselor

THE MISSION OF THE ARKANSAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED:

The mission of the Arkansas School for the Blind and Visually Impaired is to provide quality education and training for children and young people (birth through age twenty – one) who are visually impaired so they possess the required skills to become personally productive and self-sufficient citizens.

NOTICE TO PARENTS

To: All Parents
From: Arkansas School for the Blind and Visually Impaired

As the parent of a student in the Arkansas School for the Blind and Visually Impaired, you have the right to know the professional qualifications of the classroom teachers who instruct your child. Federal law allows you to ask for certain information about your child's classroom teachers and requires us to give you this information in a timely manner if you ask for it. Specifically, you have the right to ask for the following information about each of your child's classroom teachers:

- Whether the Arkansas Department of Education has licensed or qualified the teacher for the grades and subjects he or she teaches;
- Whether the Arkansas Department of Education has decided that the teacher can teach in a classroom without being licensed or qualified under state regulations because of special circumstances;
- The teacher's college major; whether the teacher has any advanced degrees and, if so, the subject of degrees;
- Whether any teachers' aides or similar paraprofessionals provide services to your child and their qualifications.

If you would like to receive any of this information, please call (501) 296-1810.

NON-DISCRIMINATORY POLICY

It is the policy of this educational institution to provide equal opportunity without regard to race, color, national origin, sex, age or qualified disability in its educational programs and activities. This includes, but is not limited to admissions, educational services, financial aid and employment.

This educational institution will disseminate nondiscriminatory policies to students, parents, employees and the general public prior to the beginning of each school year.

Committees will be selected in a fair and equitable manner and will reflect the diversity of the school in terms of sex, race, socio-economic level, disability, national origin and other population.

**Inquiries regarding SPECIAL EDUCATION issues should be directed to: Amanda Noles
2600 W. Markham St.
Little Rock, AR 72205
(501) 296-1810**

**Inquiries regarding EQUITY, TITLE VI and TITLE IX issues should be directed to:
Jennifer Linder
2600 W. Markham St.
Little Rock, AR 72205
(501) 296-1810**

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PHILOSOPHY

The Arkansas School for the Blind and Visually Impaired provides for the education of children with visual impairments in Arkansas. Because of the individual needs of children, the school serves residential students, day students and students enrolled in public schools.

It is the belief of the school that:

...the academic program is comparable to the general educational standards of the state, providing for the education of all eligible children, including those with additional impairments;

...each child should be educated, according to the student's abilities, to enter the community as useful, productive, well-adjusted, and socially acceptable citizens;

...in cooperation with parents and local school districts, individual educational plans should be developed for the best interest of each student;

...close contact be maintained with rehabilitation services and other agencies to create a smooth transition between school and training or employment;

...the school provides assistance to former students who may request it;

...all students develop those traits which will enable them to function in society;

...all students develop the self-concepts necessary to achieve their lifetime goals and desires

To implement this philosophy, the school will:

...seek early referrals of visually impaired children and provide parental guidance in early childhood growth and development in the home;

...provide professional instruction and parental collaboration to access necessary information, resources, and supports in preparation for transition and success in educational settings statewide;

...offer an academic program which meets state standards and is comparable to other school systems of the state;

...provide services and materials for the education of the visually impaired students enrolled in public schools as well as those enrolled in the Arkansas School for the Blind and Visually Impaired;

...use proven teaching methods for visually impaired children and encourage staff members to devise creative teaching aids adaptable to individual needs;

...use comprehensive evaluation methods to determine the abilities of individual students and develop appropriate programs, continually re-evaluating and adjusting them to meet the student's needs;

...use a team approach to develop daily living skills for each student to include such areas as Braille, mobility and appropriate behavior;

...provide opportunities for social interaction, both formal and informal, with school and community groups;

...develop Individual Education Plans according to the provisions of the Individuals with Disabilities Education Act (PL 94-142);

...encourage visits by parents to the school and to the Parent Resource Center;

...maintain a physical plant, grounds, and environment conducive to the attainment of educational objectives, which will neither create unnecessary obstacles nor eliminate conventional structural features encountered in daily living;

...provide a public relations program to relate the needs of visually impaired children and the services and facilities available through the Arkansas School for the Blind and Visually Impaired;

...require the administration, which is responsible to the Board of Trustees, to coordinate the efforts of the staff to attain these goals and objectives.

The Arkansas School for the Blind and Visually Impaired assumes the responsibility for providing students with a high quality education that challenges each student to achieve their maximum potential.

The staff of the Arkansas School for the Blind and Visually Impaired recognizes that both academic and behavioral skills lead to student achievement. We believe that both sets of skills are learned, and that it is the responsibility of all stakeholders to promote and reinforce this learning.

We, the Arkansas School for the Blind and Visually Impaired, will work together to share ownership of all students as:

- We will provide current, up-to-date textbooks and ensure that curriculum revision is an on-going process
- We recognize the importance of staff development and will offer in-service to staff
- We will employ educators who are highly qualified in their subject area, fully certified by the State of Arkansas, and dedicated to a successful educational process
- We will promote and recognize the academic achievement of individual students from within the classroom
- We will assure that all core curricular teachers become certified to teach Visually Impaired students within three years of employment while working under an Alternate Licensure Plan (ALP).

ASBVI's Ultimate Goal: To ensure excellence in education for all students.

Universal Expectations for Success

To help everyone reach their full potential, the staff at the Arkansas School for the Blind and Visually Impaired will keep students focused on the following universal expectations that we have organized as the **Student Code of Ethics**:

- We strive to do our best.
- We are on time and prepared.
- We use acceptable language on campus.
- We respect ourselves and our classmates.
- We respect all adults.
- We keep our campus clean and safe.
- We follow all bus and dormitory/residence rules.
- We will strive to contribute to our school, community and society

As staff, we also recognize and will practice the following principles to support student discipline and responsibility:

1. Staff will teach students the expectations for responsible behavior.
2. Staff will provide positive feedback to students, as quickly and often as possible, when they are meeting expectations and making good choices.
3. When minor misbehavior occurs, staff will view the misbehavior as a teaching opportunity, responding with calm, consistent corrections or consequences.
4. When problems are chronic or severe, staff will view them as needing problem-solving and begin the problem-solving/intervention process.

Student and Parent Handbook

Section I – General Information

It shall be the policy of the Arkansas School for the Blind and Visually Impaired that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this school. In the event that there is a conflict between the student handbook and a general school 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 is eighteen (18) years of age or older have acknowledged receipt of the controlling language.

ADMISSION CRITERIA

- A. A disability of visual impairment or blindness (6-43-214) that causes adverse effect in major areas of life function such as educational, activities of daily living or personal self-help skills;
- B. Legal resident of the State of Arkansas (students from other countries may be admitted to the school upon approval of the Board of Trustees)
- C. School age programs – Arkansas Code 6-18-207 (a) concerning enrollment for Kindergarten students: For the 2019-2020 school year, students may enter Kindergarten if they attain the age of five (5) years on or before August 1, 2019. All students with visual impairment are considered for enrollment from age five (5) through age twenty-one (21);
- D. Pre-school program (day students) -Act 426 of 2009 allows students for the 2019-2020 school years to enroll in a pre-kindergarten program for children three (3) years of age if the child will attain three (3) years of age on or before January 1st of the current school year. The Act also allows a child to enroll in a pre-kindergarten program for children four (4) years of age for the 2019-2020 school years on or before August 1, 2019.
- E. Birth to Age Three Program - Arkansas children born with visual impairments and blindness qualify for services;
- F. Pre-K/Kindergarten through Grade 12 students should meet the following criteria as related to intellectual functioning and adaptive behavior:

1. adjust socially and psychologically to school and/or residential environment, presenting no deficits in adaptive behavior which would interfere with either their own or other students' welfare;
2. demonstrates and exhibits, by observations and/or assessment from school staff members, a range of abilities that warrants placement;
3. exhibits and demonstrates by observations and/or assessment by school staff members, independent self-help abilities (such as eating, dressing, bathing, toileting, adaptation to new environment, etc.);

NOTE: In the event that it is not possible to determine a child's level of intellectual functioning due to inability to carry out the tasks presented during intellectual and/or educational evaluations, including immaturity or emotional disorders, a child may be accepted for an observation period when considering admission.

ADMISSION & ASSESSMENT PROCEDURES

Admission and Assessment Procedures:

A completed application form and all requested assessment information should be mailed to the following address:

Arkansas School for the Blind and Visually Impaired Admissions
P.O. Box 668
Little Rock, Arkansas 72203-0668

Upon receipt of this information, ASBVI's eligibility committee will review the materials to determine eligibility. The Eligibility Committee may consist of the following: Principal, Superintendent, Admissions/Registrar, Home Life Director, Parent, LEA Representative, Psychological Examiner, Counselor, Educational Services Representative, etc. If possible, the student and parents will be asked to visit the school for a tour and to talk with appropriate staff. At that time any additional evaluations may be completed. Educational evaluations may be provided by the designated classroom teacher and/or the supervising teachers. Informal and formal observation techniques will also play a major role in the assessment

procedure. The evaluation may include participation in leisure time activities, meals and other related activities.

If all information is in order, and eligibility for admission has been determined, (educational placement within the schools programs will be determined by the student's Individual Education Plan), an enrollment date will be determined and arrangements made with the parents for future transportation.

Students who are expelled, suspended, or enrolled in an alternative learning setting from other school systems will not be allowed to enroll in the Arkansas School for the Blind and Visually Impaired. Any discipline action or sanction from another district will be recognized at ASBVI, and will be referred to as a reason for declining enrollment eligibility.

ADMISSION PROCESS

1. ASBVI serves students who are residents of Arkansas.
2. Students must have been determined by their local school districts to be eligible for educational services as students with a visual impairment.
3. Referrals for consideration for admission must be originated by the student's local school district in collaboration with the student's parent. The local school district would need to hold a Due Process Committee Meeting to request admission to ASBVI.
4. ASBVI cannot accept direct parent referrals.
5. The school is intended to serve students who require specialized or intensive educational or related services related to the visual impairment. All students' applications will be reviewed by the ASBVI Eligibility Committee.
6. The first point of contact at ASBVI is the Special Education Supervisor/Registrar at 501-296-1810.
7. The Special Education Supervisor will explain the admissions process to the representative of the local school district. The representative will be asked to send a copy of the student's Due Process Conference in which ASBVI referral was discussed.

8. Upon receipt of the referral document, the ASBVI Special Education Supervisor will communicate by phone with the local district representative. She will follow up by sending the application for admission and a request for additional information about the student, such as the most current eye/medical information report, related service reports, and other important documents.
9. At any point in the referral process, parents and local school district representatives are welcome to tour the campus and meet staff members.
10. The local school district in conjunction with the parents of the prospective student sends the application and other requested materials to the Special Education Supervisor.
11. After receiving the student application and other documentation requested, the ASBVI Eligibility Committee will review all information to determine 1) if the student is eligible for services at ASBVI; and if so, 2) whether it appears that the student is receiving a Free and Appropriate Public Education (FAPE) from the local district and what modifications to the current IEP need to be implemented to ensure that he will receive the most appropriate programming possible at ASBVI. The Committee determines whether the student is admitted, not admitted or whether additional information is needed. An on-site visit to the local school district may be requested to obtain further information.
12. The Special Education Supervisor will notify the local school district and the student's parent of the decision of the Eligibility Committee.
13. If the local school district is not satisfied with the recommendation of the Eligibility Committee, it may appeal the decision to any member of the eligibility committee. If the student is admitted, the Principal and program supervisors determine the program placement and tentative enrollment date for the student.
14. The Special Education Supervisor arranges the student's enrollment date with the local school district and parents. Registration materials will be sent to the parent and must be received before the student can enroll at ASBVI.
15. On the day of enrollment, the student and family participate in registration activities. This includes meeting staff who will work with the student at ASBVI, checking in with the school nurses, and moving the

student into the dormitory if the student will be a residential student.

16. ASBVI, the local school district, and the parents or adult student will review the student's educational placement every year at the annual AR/IEP Committee Meeting.

Prior to a child's admission to an Arkansas public school, the parent, guardian, or responsible person shall provide the school district with one (1) of the following documents indicating the child's age:

- (1) A birth certificate;*
- (2) A statement by the local registrar or a county recorder certifying the child's date of birth;*
- (3) An attested baptismal certificate;*
- (4) A passport;*
- (5) An affidavit of the date and place of birth by the child's parent or guardian;*
- (6) Previous school records; or*
- (7) A United States military identification*
ACA 6-18-208 (b)

CLOSED CAMPUS

The Arkansas School for the Blind and Visually Impaired shall operate a closed campus 24 hours per day. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day. Students may not leave campus without adult supervision, after school hours, unless approved by the Home Life Coordinator. They also must have parental permission.

COMPLAINTS & GRIEVANCES

- A. The Arkansas School for the Blind and Visually Impaired grievance procedure, including steps to be followed by students to resolve a grievance is as follows. The following procedures will be used for filing, processing and resolving alleged Title VI (race), Title IX (sex), Section 504/IDEA (disability) and discrimination complaints of students.
- B. Every student of the Arkansas School for the Blind and Visually Impaired is guaranteed the right to present his grievance, in

accordance with the provisions of this policy, free from interference, coercion, restraint, discrimination or reprisal.

C. Definitions:

1. Discrimination Complaint: A complaint alleging any policy, procedure or practice which discriminates on the basis of race, color, national origin, sex, qualified disability or age.
2. Student Grievant: A student of the Arkansas School for the Blind and Visually Impaired who submits a complaint alleging discrimination based on race, color, national origin, sex or qualified disability.
3. Equity Coordinator: The person(s) designated to coordinate efforts to comply with and carry out responsibilities under the civil rights laws and other state and federal laws addressing equal educational opportunity. The Coordinator is responsible for processing complaints.
4. Respondent: The person alleged to be responsible for the violation alleged in a complaint. The term may be used to designate persons with responsibility for a particular action or those persons with supervisor responsibility for procedures and policies in those areas covered in the complaint.
5. Day: Means a working day. The calculation of days shall exclude Saturdays, Sundays and holidays.

D. Filing and Processing Discrimination Complaints

1. Step I - The grievant submits complaint to the Equity Coordinator, stating name, nature and date of alleged violation; names of persons responsible (where known); and requested action. Complaint must be submitted within thirty (30) days of alleged violation. Complaint forms are available in the school office or the Equity Coordinator's office. The Equity Coordinator issues a decision to the student or employee. If the grievant or respondent is not satisfied with the decision, they must notify the Equity Coordinator and request a hearing with the Superintendent.
2. Step II - The Equity Coordinator schedules a hearing with the grievant and Superintendent. The Superintendent issues a decision following the hearing. If the grievant or respondent is not satisfied with the decision, they must notify the Equity

Coordinator and request a hearing with the governing school board.

3. Step III - The Equity Coordinator notifies the governing school board after receiving the request. The Equity Coordinator schedules a hearing with the governing school board. A hearing is to be conducted within thirty (30) days from the date of notification to the governing school board. The governing school board issues a final written decision after the hearing regarding the validity of the grievance and any action to be taken.

E. General Provisions

1. Extension of Time: Any time limits set by these procedures may be extended by mutual consent of parties involved. The total number of days from the date that complaint is filed until complaint is resolved shall be no more than 180 days.
2. Access to Records and Regulations: The Arkansas School for the Blind and Visually Impaired shall provide copies of all regulations prohibiting discrimination on the basis of race, color, national origin, religion, sex, age, qualified disability or veteran upon request. All parties to the grievance procedure shall have the right to examine any and all records relating to the complaint. For the purpose of confidentiality, names may be omitted.
3. Confidentiality of Records: Complaint records will remain confidential unless permission is given by the parties involved to release such information. No complaint record shall be entered in the permanent record file. Complaint records shall be maintained on file for three years after complaint resolution.

F. All parties will be provided with an appropriate amount of time, as established by the governing school board, for a general presentation of the situation.

G. Each party will be provided with the opportunity to provide witnesses and evidence and the right to question opposing witnesses concerning the situation.

H. Each party will have the right to be represented in whole or in part by a person of his/her own choosing.

- I. The grievant will have the right to a confidential or public grievance hearing.

COMPUTER USE POLICY

- A. The Arkansas School for the Blind and Visually Impaired 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 school computers is for educational and/or instructional purposes only. It is the policy of this school to equip each computer with internet filtering software designed to prevent users from accessing material that is harmful. 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 School Board policy and is considered part of the student handbook.
- B. Students are advised that they enjoy no expectation of privacy in any aspect of their computer use (school or personal devices or data plans), including email, and that monitoring of student computer use is continuous. Students who misuse school-owned or personal computers or internet access in any way, including using computers except as directed or assigned by staff or teachers, using computers to violate any other policy or contrary to the computer use agreement, attempting to defeat or bypass internet filtering software, using computers as an form of electronic bullying 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.
- C. Students found guilty of plagiarizing another student's computer assignment, or plagiarizing by downloading from the internet, are subject to academic penalties, up to and including loss of course credit and loss of computer use privileges

Arkansas School for the Blind and Visually Impaired: Technology Use Policy (AUP)

The Arkansas School for the Blind and Visually Impaired is committed to promoting ethical and responsible use of computer and network resources and will not tolerate their misuse. The use of technology resources is a privilege, not a right, and should be treated as such. Access to the Internet and technology is provided for professional, managerial, and educational purposes. Any person using school technology is responsible for its proper use. By accessing and using technology, users acknowledge that inappropriate use is prohibited and may result in disciplinary action. The Arkansas School for the Blind and Visually Impaired reserves the right to monitor or log all network activity with or without notice, including email and all website communications, and therefore, users should have no reasonable expectation of privacy in the use of these resources.

Technology infractions include but are not limited to:

1. Hardware-related infractions:

- Vandalize, deface, destroy or remove computer equipment, parts, cables, accessories, etc.
- Unauthorized dismantling, disconnecting, or removing computer equipment, cables, or peripherals.
- Misuse of computer hardware that result in temporary or permanent damage or possible damage to equipment.

2. Software-related infractions

- Unauthorized changing of settings on computers including modification or removal of software, operating systems, security programs, configuration files, etc.
- Introduction of a virus or other destructive elements
- Installation of unauthorized and/or unlicensed software (on-site documentation required).
- Inappropriate use of files including: Unauthorized copying of

software programs. Unauthorized usage of files or disks.
Unauthorized downloading of files.

3. Computer Ethics-related infractions:

- Attempting to access systems or files for unauthorized purposes.
- Using or attempting to use unauthorized passwords - system security passwords or other individual's password.
- Failure to keep personal passwords secure and private.
- Usage of computers for harassment (sexual, racial, personal, bullying, etc.)
- Usage of computers for illegal or unethical activities including plagiarism, copyright violations.
- Usage of computers to convey or access any objectionable materials including topics which are: obscene, racially slurred, vulgar, sexually explicit, violent, etc.
- Excessive time usage when others are waiting.

4. Internet/email related infractions:

- Unauthorized posting of information/graphics pertaining to The Arkansas School for the Blind and Visually Impaired, its employees, or students.
- Visiting improper or inappropriate websites.
- Design, creation or posting of websites which do not follow the school webpage standards.
- Use of chat rooms, cyber cafes, etc.
- Inappropriate email:

- Inappropriate mailings to large groups or entire school.
- Non-essential messages including: jokes, thoughts of the day, chain emails, political announcements, etc.
- Confidentiality - no email is confidential, personal, or private. All or part of an email can be sent to hundreds of people with just a few mouse clicks. In addition, emails can be subject to open records law. Persons should not post email messages containing inappropriate language or content

Disciplinary Actions:

All violations will be handled as any other infraction of school board policy.

Disciplinary Actions May Include:

1. Supervised computer access.
2. Financial restitution.
3. Students: suspension, referral back to the student's local school district, and academic failure due to lack of course completion or other penalties as may be appropriate.

Computer Policy

A computer account at the Arkansas School for the Blind and Visually Impaired gives the user computer access to the school's academic software as well as access to Internet. A computer account is a privilege that requires responsible behavior on the part of the account holder, and if a user abuses the privileges, account access could be lost. An ASBVI computer account is maintained by complying with ASBVI computer usage policies.

Computer technology changes rapidly, as do the ways which users are able to use and perhaps abuse the school's computer system. Just because a particular activity is not expressly prohibited by the computer usage policy does not mean that it is permissible for the user to engage in it. If you are unsure whether an activity is allowed or not, contact the Network instructor. Students must not, under any circumstances while on

school property or school related activities, shall not view, access inappropriate material

+ Responsibilities. As an ASBVI account holder you are the owner of your data to the extent allowed by state law, and it is your responsibility to ensure that it is adequately protected against unauthorized access. To this end, you should keep your account password confidential. Do not write your password down or tell anyone else your password.

You should change your password frequently and should avoid using your name, your parent's or friend's names, or a password that can be easily guessed. You should not allow anyone else to use your account for any reason.

You should always log out of your account when you are finished and never leave your workstation while you are logged in.

+Unauthorized Access to files and directories. You must not engage in any activity that is intended to circumvent computer security controls. This means that you must not attempt to crack passwords, to discover unprotected files, or to decode encrypted files. This also includes creating, modifying, or executing programs that are designed to surreptitiously penetrate computer systems.

You also must not access the accounts of others with the intent to read, browse, modify, copy, or delete files and directories.

+Unauthorized Use of Software. You are prohibited from loading any software on any computer system without approval from the Network instructor. This includes commercial, shareware, and freeware software. Further, you are expressly prohibited from using ASBVI computers to make illegal copies of licensed or copyrighted software. Copyrighted software must only be used in accordance with its license or purchase agreement. You do not have the right to own or use unauthorized copies of software, or make unauthorized copies for yourself or anyone else.

You are prohibited from using software that is designed to destroy data, provide unauthorized access to the computer systems, or disrupt computing processes in any way. Using viruses, worms, Trojan horses, and other invasive software is expressly forbidden.

+Use For-Profit Activities. The school's computer systems are for the sole use of the school. You are prohibited from using the school's computer systems for personal financial gain, unless that use has been specifically authorized.

+Electronic Mail (Email). The electronic mail system is provided for educational purposes and as a means to widen the communication channels between students, faculty, staff, and administration. The ASBVI faculty and staff reserve the right to intercept, detain, and read both incoming and outgoing email.

You are prohibited from transmitting or forwarding fraudulent, harassing, or obscene messages, and files. You must not send any electronic mail or other form of electronic communication by forging another's identity or attempt to conceal the origin of the message in any way.

No means is provided for private email. All email is subject to public disclosure and scrutiny. You are not allowed to access, nor attempt to access, another individual's email. However, there is no guarantee of privacy with email.

+Network Communications. Remote communications (i.e. Internet access and (email) are provided only for educational purposes. Any attempt to gain unauthorized access to either ASBVI computers or remote computers is strictly prohibited. Such attempts are illegal under criminal law and are subject to prosecution.

The use of computers and networks to download, upload, create, reproduce, and/or distribute files containing vulgar language or obscene material is prohibited. Users of electronic communication facilities such as electronic mail, bulletin boards, and news groups are obligated to comply with the restrictions and acceptable practices established for those specific facilities. Certain types of communications are expressly forbidden. This includes the random mailing of messages; the sending of 'chain letters'; mass mailings to all users of remote computer systems; the sending of obscene, harassing, or threatening material, or the use of facilities for commercial purposes.

+Web Pages. The school's computer system may be used to create, revise and house home pages for the school, departments, school organizations/clubs, and personal home pages for students, faculty, staff, administration, and board members. No other home page can be housed on the school's computer system without specific permission from the Network instructor.

+Harassment. Do not use computer systems to harass anyone. This includes, but is not limited to: sending insulting, sexist, racist, obscene, photographs, or suggestive electronic mail through any and all forms of electronic communications, media.

+Attacking the System. You must not deliberately attempt to degrade the performance of the school's computer system or subvert it in any way.

Deliberately crashing the system is expressly forbidden.

+Waste and Abuse. You must avoid any activity around your workstation that may result in damage to the computer, printer, software, or information. Eating and/or drinking are not allowed at any of the computer workstations.

The school's computer systems are a valuable, but limited resource. They should not be abused or wasted. Be considerate of fellow users, avoid monopolizing computer systems, connect time, disk space, and other computer resources.

+Hardware. No computer hardware, peripherals, or cables may be moved or removed from its current location without specific authorization from the Network instructor.

No student will attempt to service any hardware without written authorization from the Network instructor.

+Your Responsibility. You are responsible for your own actions and, should you violate the school's computer use guidelines, you may be suspended or expelled in extreme cases of flagrant abuse or disregard of these guidelines. You are required to participate in assuring the legal and ethical use of the school's computer and user accounts. Any violation of these guidelines should be reported to the computer lab supervisor or Network instructor.

+Workplace Monitoring. Each student has the obligation to ensure that computer resources are used properly and within the guidelines established by the school. In pursuit of that goal, the school reserves the right to monitor the system for signs of illegal or unauthorized activity.

+Enforcement. The school will investigate any alleged abuses of computer or technological resources. As part indicates that computer privileges have been violated, the Network instructor may limit the access of users found to be using computer systems improperly. Further, the school may refer flagrant abuses to law enforcement authorities. Although the school wishes to ensure that the privacy of all its users is protected, in the course of its investigation, the school may reveal private, user-related information to other school employees or concerned parties.

+Supervision. Anytime a student is working on a school computer, with Internet access, **they will be supervised by the Network instructor, a teacher, houseparent, or specified ASBVI staff member.**

CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

Parents wishing to speak to their child during the school day may call the school office (501) 296-1810, or, if in person, must register first with the office. Parents must not text or call their child's cell phone during the school day. This may cause the school to take disciplinary action towards the student.

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.

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, principal 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.

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

A.C.A. § 12-18-1001, 1005

DISTRIBUTION OF LITERATURE

- A. The school principal or designee shall establish reasonable regulations governing the type, time, place, and manner of student distribution of non-school materials.
- B. 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;
 - 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 three (3) days and are responsible for picking up any materials thrown on school grounds.
- C. The Superintendent, along with the student publication advisor, shall develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and timelines for the review of materials.

EMERGENCY DRILLS

- A. The Arkansas School for the Blind and Visually Impaired shall conduct fire drills monthly. Tornado drills shall also be conducted not fewer than three (3) times per year with at least one each in the months of September, January, and February. Active Shooter drills shall be conducted at least one (1) time annually. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.
- B. 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

EQUAL ACCESS BY STUDENT ORGANIZATIONS

- A. 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, government, or its agents/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.
 - 6. Non-school persons may not direct, conduct, control or regularly attend activities of student groups without prior approval.
- B. All meetings held on school premises must be scheduled and approved by the principal. The school, its agents and employees retain the authority to maintain order and discipline, to protect the

well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

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

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

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Arkansas School for the Blind and Visually Impaired 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 school.

LEGAL CUSTODY

- A. Act 660 of 1993 indicates that in order to avoid continuing child custody controversies for involving public school personnel and to avoid disruptions to the educational atmosphere in the school, the transfer of a child between the child's custodial parent and non-custodial parent...when both parents are present...is prohibited from taking place on the real property of an elementary school on normal school days during normal hours of school operation. The provisions of this policy shall not prohibit one parent (custodial or non-custodial) from transporting the child to school and the other parent (custodial or non-custodial) from picking the child up from school at prearranged times on prearranged days if prior approval had been made with the school's principal.

- B. When the non-custodial parent is to be denied access to the student, the custodial parent must provide the principal with:
1. A copy of the court order giving custodial right to the parent.
 2. A written statement to the principal that such denial is approved by the custodial parent.

LEGAL NAMES

Students must use their legal birth names for all official school documents. Name changes will only be accepted upon receipt of a court order.

LIBRARY MATERIALS SELECTION/ RECONSIDERATION OF MATERIALS

The Arkansas School for the Blind and Visually Impaired maintains an active policy for the purpose of any person connected with the school to provide appropriate input into the selection and or reconsideration of Library materials. Any person wishing to obtain a copy of this policy may do so by calling or visiting the main administrative office and requesting a copy.

LOST AND FOUND

The school cannot assume responsibility for loss of personal items. However, if a loss is reported immediately, every effort will be made to help locate the lost item.

ALL PERSONAL ITEMS SHOULD BE CLEARLY MARKED FOR IDENTIFICATION. ITEMS NOT NEEDED FOR SCHOOL WORK SHOULD BE LEFT AT HOME.

PARENT and COMMUNITY ENGAGEMENT PLAN

Arkansas School for the Blind and Visually Impaired Parent and Community Engagement Plan 2019-2020

The Arkansas School for the Blind and Visually Impaired (ASBVI) recognizes the importance of parent and family engagement in the educational success of students, and is committed to increasing parental engagement in all academic, functional and social areas of their child's education. The administration and faculty at ASBVI believes that we should foster and support active parental engagement, and acknowledges that parents are an integral part of the educational success of their children. The following programs and practices have been created and established as the Arkansas School for the Blind and Visually Impaired Parent and Community Engagement Plan:

All parents, alumni, and community stakeholders, will be surveyed at the beginning and end of each school year in effort to gather information about parent/family/community volunteer interest areas and to obtain feedback on academics, school climate/culture, and the effectiveness of. These surveys will be reviewed by the ACSIP committees, and used to for planning and implementation of initiatives and goals for planning overall school improvement and maintaining a Parent and Community Engagement Plan that reflects the concerns and needs of our parents. Upon the completion of each school year, all parents will receive a specific survey related to Special Education and Due Process.

- a) K-12 Online Survey (Available at www.arkansasschoolfortheblind.org)
- b) K-12 Volunteer Interest Inquiry (available online)
- c) Early Childhood and Secondary Special Education Parent/Guardian Survey (Provided during Due Process Conferences).

Orientation to the Arkansas School for the Blind and Visually Impaired will be provided parents during Registration Day at the beginning of each school year, or as requested. Parent Conferences will be held a minimum of twice a year to allow parents the opportunity to become involved in their child's grade specific academic and extracurricular activities.

The following activities are scheduled for the 2019-2020 school year:

- a. Registration, new Parent/Student Orientation, Parent Teacher Conferences – August 11, 2019 (12:00 – 4:00 p.m.)
- b. First Day of School – August 13, 2019
- c. Braille Boot Camps – TBA
- d. Multi-Cultural Program Fundraiser – September 28, 2019
- e. Report to the Public – October 4, 2019
- f. Parents Invited to Lunch Day – October 15, 2019
- g. 3rd Annual Cane Quest – November 7, 2019
- h. ASBVI Parade – November 8, 2019
- i. Thanksgiving Luncheon for Parents – November 21, 2019
- j. Cookies with Santa – December 14, 2019
- k. Spelling Bee – December 10
- l. Semester Tests – TBA
- m. Parent Teacher Conference/Parent Dinner/Christmas Concert – December 19, 2019
- n. Spelling Bee – TBA
- o. Youth Wrestling Candy Bar Meet - TBA
- p. Braille Boot Camps – Jan/Feb/Mar - TBA
- q. Wrestling Conference/Homecoming – January 24-25, 2020
- r. Black History Assembly – February 25, 2020
- s. Braille Challenge – February 20, 2020
- t. Parents Invited to Breakfast Day – March 3, 2020
- u. Student Talent Show – March 19, 2020
- v. Annual Review/Parent-Teacher Conferences – April 15 – May 22
- w. Senior Prom – April 16, 2020
- x. Pee Wee Athletic Luncheon – May 6, 2020 (11:30)
- y. Parent Appreciation Dinner/Spring Concert – May 7, 2020
- z. Athletic Banquet – May 14, 2020
- aa. High School Graduation – May 15, 2020
- bb. Kindergarten Graduation – May 20, 2020
- cc. Academic Awards – May 21, 2020
- dd. Student Last Day – May 22, 2020
- ee. Teachers' Last Day – May 28, 2020

Ongoing “Friends of ASB” meetings will be held (at a minimum) each month as announced by the parent liaison or a school official. Parents and community members may now attend meetings through the virtual platform “ZOOM” (directions are found on our website).

www.arkansaschoolfortheblind.org

ASBVI will sponsor parent support meetings in concert with the Arkansas Chapter of the National Association of Parents of Students with Visual Impairments each school year to provide information concerning how parents can become directly involved in their child's education; to exchange parent-to-parent information; to gain up-to-date information concerning parent rights under the Individuals with Disabilities Education Act and Due Process; and other parent engagement/development issues related to educational and family needs such as:

- (a) Christmas Cookies with Santa – December 14, 2019
- (b) Parents of VI Students Forum-In conjunction with 2019-2020 Arkansas Braille Challenge

A minimum of two Parent-Teacher conferences will be held annually to provide parents with information concerning their child's academic success and increase direct parent engagement with the teacher in the academic and extracurricular program of each student. Parents may call for a conference at any time throughout the school year. The days listed are available as are accommodations for parents who have to travel to attend conferences.

- (a) Registration Day Orientation and Parent Teacher Conference – August 11, 2019
- (b) Parent Conference Day – December 19, 2019
- (c) Parent Conference Day – March 19, 2020
- (d) Individual Due Process Conferences throughout the course of each school year will be held as required by law or requested by parents
- (e) Annual Review/Parent Conferences – April 15-May 24, 2020

Each parent will annually receive an updated student handbook stating school requirements, school rules and regulations, resolutions of student issues and offenses, students' absentee policies and general school information required by the Arkansas Department of Education and Act 307, House Bill 1521.

A Parent Resource Center is established to provide materials to parents that will increase student success, as well as provide information to parents that reflect the specific needs of their child and their family. The Parent Resource Center will also provide direct access to on-line computers for

research purposes, books and magazines concerning visual impairment and blindness, educational materials and information, Due Process materials and information, and grade level kits that will provide specific information about grade level academics, specific eye diseases, necessary modifications and accommodations for students, advocacy groups, etc.

- (a) Computer access
- (b) Grade level kits containing relevant information about academics & extracurricular activities, school handbook, etc.
- (c) Academic Books
- (d) Relevant materials concerning visual impairments
- (e) Magazines, journals
- (f) Parent Resource List
- (g) Email addresses of school
- (h) Student Handbooks and school policies
- (i) Parent Overnight Accommodations

A certified staff member will be appointed annually to fulfill the role of parent facilitator. The facilitator will engage in communication with parents and organize meaningful training for parents and staff in the areas of promoting and encouraging a welcoming atmosphere to parental engagement. The facilitator will also undertake efforts to ensure that parental participation is recognized as an asset of the school.

Parents who are involved with their child's education will be acknowledged through newspaper articles commending them for their dedication and support. Other forms of parent appreciation will be used such as: commendations, certificates, and community recognition.

Administrators and faculty members will be available to conduct seminars and provide information for parents of blind and visually impaired children in an effort to help them access appropriate academic, extracurricular, social and functional performance information, as well as Due Process/Parental Rights information concerning their child's education.

Additionally, parent engagement and participation information will be provided on the ASBVI website, in school newsletters, through ASBVI Parent Resource Center, and through general correspondence from the Superintendent, Principals and Teachers.

- (a) ASBVI Web Site
- (b) School Newsletters
- (c) Parent Notices & Letters
- (d) Parent Resource Center
- (e) Welcome-Back School Letter containing school calendar, telephone numbers, email addresses, relevant information, etc.

Staff development opportunities will be provided each year for faculty, staff and parents. Per the department of education and State of Arkansas (Act 969 of 2013), 2 hours of professional development regarding parental engagement is mandated. (*see requirements below)

***Scheduled Professional Development (Act 969 of 2013)**

- **Parent Engagement** - two hours in **2018-2019** and every fourth year thereafter
- **Human Trafficking** – AR Act 765 of 2017*
- **Teen Suicide Awareness and Prevention** - two hours in **2019-2020** and every fourth year thereafter
- **Arkansas History*** - two hours in **2020-2021** and every fourth year thereafter for those who provide** instruction in Arkansas History
- **Child Maltreatment Mandated Reporter** - two hours in **2021-2022** and every fourth year thereafter
- **Anti-Bullying** – AR Act 1029 (HB 1933) – two hours

**ARKANSAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED
PARENT and Community Engagement COMMITTEE
2019-2020**

Members:

James Caton, Superintendent
 Teresa Doan, K-12 Lead Principal/LEA
 Tyrone Williams, K-12 Assistant Principal
 Amanda Noles, Special Education Supervisor
 Debbie Mayes, Parent Facilitator
 Beverly Roy, Executive Assistant
 Jennifer Linder, Guidance Counselor
 Shelli Moore, Director Early Intervention Program
 Millie Duke, Parent
 Doah Strojek, Secondary Teacher

Michelle Tull-Brown, Gifted and Talented Teacher
Mindy Fitzgibbon, Speech Therapist
Lori Cole, Braille Teacher/Adaptive Technology
Sam Ketcher, DLL/DTC
Margaret Berry, LCSW
Jena McDonnell, Director of Instructional Materials Center
Mary Levy, RN
Dr. John McAllister, Board Vice-Chairperson
Scott Smith, Business Representative
Roger Fitzgibbon, Business Representative
(All ASB staff members are encouraged to be active members of the Parental and Community Engagement Committee)

Purpose of the Parental and Community Engagement Committee:

To create strategies and develop plans to:

1. Build strong relationships between teachers and students' parents;
2. Build pathways of parental and community engagement in students' educational processes;
3. Provide on-going educational support to parents of Arkansas students with sensory impairments.

**ARKANSAS SCHOOL FOR THE BLIND AND VISUALLY IMPAIRED
PARENT RESOURCE CENTER**

The mission of the Arkansas School for the Blind and Visually Impaired is to offer statewide quality educational programs and resources to students who are blind or visually impaired and their parents/guardians. The Parent Resource Center will provide educational programs and resources that will address cognitive, developmental, physical, behavioral, social and educational domains to students, birth through age twenty-one.

Purpose:

1. Provide and encourage parent contact with education professionals;
2. Provide instructional resources/information to parents, families and education personnel pertaining to visual impairments and blindness and educational services;

3. Provide suggestions/kits for family activities;
4. Provide parent networking opportunities;
5. Provide community resource information;
6. Provide state's education personnel opportunities to participate in professional development activities;
7. Provide overnight accommodations for parents and/or education personnel;
8. Provide readily available resources to parents and education personnel;
9. Provide hands-on instruction to parents of infants, ages birth through age three;
10. Provide Educational Testing Services;
11. Provide outreach activities to parents and local school districts within Arkansas;
12. Infant Education Room;
13. Toddler Education Room;
14. Assessment Room, Kitchen Bathrooms/Laundry Room, Indoor and Outdoor Play Areas;
15. Parent Surveys:
 - Get Involved! K-12 Volunteer Interest Survey
 - Arkansas Special Education Early Childhood Survey
(Online at www.arkansasschoolfortheblind.org)
 - Arkansas Special Education
(Online at www.arkansasschoolfortheblind.org)

ARKANSAS SCHOOL FOR THE BLIND
PARENT/TEACHER INTERACTION/COMMUNICATION POLICY
2019-2020

It is the policy of the Arkansas School for the Blind and Visually Impaired that teachers will communicate with their advocate/elementary students' parents/guardians at least twice during each nine weeks period. Teachers will keep communication logs and utilize daily planners that provide daily information to parents concerning school activities and homework.

ASBVI will implement the use of "School Messenger" telephone contact. All parents and staff will be called over the telephone throughout the school year to notify and alert about school closings, special events, important news, etc.

A minimum of two parent conferences will be set during the course of each school year to review student progress in both general and special education.

An Annual Review/IEP conference will be held at the end of each school year to review progress and develop the next year's Individual Education Plan. A Separate Programming Conference will be utilized when a student is not successfully achieving his/her academic standards or behavioral standards.

All students' parents/guardians will be given the toll free telephone number and the local telephone number of the school to encourage and allow contact with their student's teachers. (501-296-1810 or 800-362-4451)

Copies of students' academic materials including books are available upon request to parents/guardians.

Interim grade reports will be sent to parents/guardians at the fourth week of each nine weeks grading period if the student's grades fall below "C" average.

Grade reports and monitored IEP goals will be mailed to parents/guardians immediately at the end of each nine weeks grading period.

The Arkansas School for the Blind and Visually Impaired Parent and Community Engagement Plan will be followed to increase parental contact and community engagement.

PERMANENT RECORDS

Permanent school records, as required by the Arkansas Department of Education, shall be maintained for each student enrolled in the school until the student graduates 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 upon request. Permanent records include student's name, last address, phone number, grades, attendance records, classes attended, grade level completed, and year completed.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

- A. The Pledge of Allegiance shall be recited at the beginning 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.
- B. 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.
- C. A moment of silence shall be held each day following the Pledge of Allegiance. During the period of silence a student may, without interference or distraction from another student: Reflect; Pray; or engage in a silent activity.

Legal References: A.C.A. § 6-16-108

PRIVACY OF STUDENTS' RECORDS / DIRECTORY INFORMATION

- A. Except when a court order regarding a student has been presented to the district to the contrary, all students' educational records are available for inspection and copying by the parents of any 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. The school forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll.
- B. The school shall receive written permission before releasing educational records to any agency or individual not authorized by law to receive and/or view the educational records without prior parental permission.
- C. For purposes of this policy, the Arkansas School for the Blind and Visually Impaired does not distinguish between a custodial and non-custodial 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.
- D. If a court order exists 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.
- E. 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 file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. Any appeal above that level will be subject to the procedure set out in federal law and/or regulation.

- F. Unless the parent, guardian 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, graduation announcements, and school authorized websites. Directory information includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, classes in which he/she is enrolled, his/her placement on the honor roll (or the receipt of other types of honors) as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities) the publication of such information will be beyond the control of the school. A student's name and photograph will only be displayed on the school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.
- G. Any objection 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. 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.

Legal References: A.C.A. § 9-29-113(b)(6)
20 U.S.C. § 1232g
20 U.S.C. § 7908 (NCLB Section 9528)
34 CFR 99.3, 99.7, 99.31, 99.21, 99.22, 99.30, 99.31, 99.32, 99.33,
99.34, 99.35, 99.36, 99.37, 99.63, 99.64

PROCEDURE FOR DAY STUDENTS STAYING ON CAMPUS FOR AFTER SCHOOL ACTIVITIES

Parents are encouraged to make transportation arrangements for their child to and from extra-curricular events. The distance involved may in some cases create hardships that would prevent the student from the opportunity to participate in after school activities. In these instances arrangements can be made for the student to be supervised in the dormitory. However, parents are encouraged to pick up their child at the completion of the activity rather than leaving them in the dormitory overnight or for a period of time.

In order to assure that all students can be accounted for and properly supervised after school, **a request by the parent must be received by the Home Life Supervisor prior to the student staying.** Each request needs to include the following:

1. The date the student needs to stay
2. The name of the activity for which they need to stay
3. The time the student will be picked up
4. The name of the person who will be picking the student up
5. Parent's consent

For Overnight Stays: Requests to stay overnight in the dormitories must receive prior approval from the Home Life Supervisor. In order to ensure there is an available bed and that there are no other conflicts, please call **one day in advance.**

Day Students remaining on campus after school are expected to abide by the dormitory rules and procedures. Infractions may result in the denial of future requests.

PROGRAMMATIC GOALS

The educational programs at the Arkansas School for the Blind and Visually Impaired are designed for children whose primary disabilities are visual impairment or blindness. In addition, ASBVI offers programs to students who are either visually impaired or blind who have additional disabilities. Our mission is to provide full academic programs, including life

skills and vocational training, to students ages three through twenty-one as a statewide initiative. We are also committed to offering skills training to infants and toddlers, birth to age three, and their parents through the Arkansas School for the Blind and Visually Impaired Parent Resource Center as a statewide initiative.

REPORTS TO PARENTS / GUARDIANS

- A. Report cards and monitored goal/objectives from the student's IEP will be mailed to the home of each student at the end of each 9-week grading period. Progress reports will be sent home at the mid-point in each grading period.
- B. Non-custodial parents with visitation rights may request current scholastic records.

SEARCH, SEIZURE AND INTERROGATIONS

- A. The school 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 school 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 School 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.
- B. School property shall include, but not be limited to, lockers, desks, and parking lots, dormitory rooms and spaces, 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.

- C. 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.
- D. A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.
- E. 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.
- F. If the school 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.

- G. 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.

Legal Reference: A.C.A. § 6-18-513; A.C.A. § 12-12- 510, and 516; A.C.A. § 9-13-104
A.C.A. § 12-18-609, 610, 613 A.C.A. § 12-18-1001, 1005

SCHOOL PROPERTY

- A. As good citizens, students are obligated to respect and protect all school property and help keep the building, furniture and school equipment as attractive as possible. If a student is guilty of defacing or destroying school property, he/she will be expected to pay for the property to the extent of replacing as new or as good as new and face disciplinary action and/or criminal prosecution.

SCHOOL TELEPHONE

- A. The telephone is a business phone. Students are not to use it for making social arrangements or unnecessary calls. Messages will be delivered to students in case of emergencies. Students are not taken out of class to talk on the phone unless it is an extreme emergency. Students needing to speak to transition service representatives or other school related individuals may make an appointment to do so with the school counselor, administration, or teacher. **NOTE: Only the phones in the office or Infirmary shall be used to call home due to an illness.**

- B. Parents/guardians and students are asked to make necessary arrangements for after school transportation while at home each morning before coming to school.
- C. Remember to plan ahead for emergencies, because plans often must change. Be sure your child knows what to do on those occasions!

SOLICITATIONS BY STUDENTS

- A. Participation in any fundraising or charity drive sponsored by the school or outside agency shall be entirely voluntary as far as each student is concerned. There shall be no cause for embarrassment to those who do not or cannot participate or contribute.
- B. All fundraising and charity drives sponsored by a school must receive the approval of the Superintendent. Events taking place on the school campus, for school related charity drives, must be limited to times and locations that do not disrupt the education day.
- C. Distribution of materials, advertisements and literature through schools - Materials submitted by outside agencies are not to be distributed to the students or sent to the homes unless authorization of such distribution has come from the Superintendent of the school.

STUDENT PUBLICATIONS

- A. 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 school's administration whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

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 endorse such things as tobacco, alcohol or drugs.

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.

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.

Prohibited publications include:

- a. Those which are obscene to minors.
- b. Those which 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.

B. 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.
2. Not contain any personally identifying information.
3. State that the views expressed are not necessarily those of the School Board or the employees of the school.

Student Distribution of Non-School Literature Publications, and Materials – A student or group of students who distribute ten (10) or fewer copies of the same non-school literature, publications, or materials (hereinafter “non-school materials”), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to

distribute more than ten (10) copies of non-school materials shall have school authorities review their non-school materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school materials, prior to their distribution and will bar from distribution those non-school materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution 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 or his designee, whose decision shall be final. The Superintendent shall review non-school publications prior to their distribution and will bar from distribution those 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 disruption will likely result from the distribution.

TEXTBOOKS AND SUPPLIES

Each student will furnish his/her own school supplies. Parents/guardians should check with their student periodically to determine if additional supplies are needed. Textbooks are provided for student use free of charge. Students/Parents are responsible for lost or damaged books and will be expected to pay for replacements.

TRANSPORTATION

The Arkansas School for the Blind and Visually Impaired will transport all residential students home by chartered bus service each week that do not reside locally. This service is provided as a convenience to the students and their families at no cost to either. The school will pay the bus fee and will provide a chaperon on each bus. This is a costly endeavor, and due to the fact that the school is genuinely concerned about the safety and well-being of each student, the Arkansas School for the Blind and Visually Impaired has developed guidelines for the use of the buses and a conduct code for passengers. Parents and students must read this policy/conduct code and sign a provided statement each year indicating their willingness to comply.

The policy/conduct codes are established to ensure the safety of each student, therefore each must be followed carefully. If students choose to be disruptive or to break the rules they will be subject to disciplinary action including possible suspension from riding the bus. If this occurs, the parents will be responsible for providing transportation to and from school for the student. **Students who are provided transportation from their local school district shall be subject to the bus rules and policies of their respective school district.**

Transportation Policy:

1. The only persons allowed to ride buses chartered, leased or provided by ASBVI are:
 - a. Students from the Arkansas School for the Blind and Visually Impaired & the Arkansas School for the Deaf
 - b. Staff members from both schools who are designated as chaperons
 - c. Employees of the chartered busses
2. Students will be allowed to ride ONLY their assigned bus
 - a. If a student wishes to visit a town serviced by a bus other than the one the student is assigned to ride, a written letter of request from the student's parents/guardian, outlining the reason for the bus change, must be submitted. If that request is denied, it will be the responsibility of the parents/guardian to make arrangements for transportation, including provisions for picking up the student at school before 1:45 p.m. on Friday and returning him/her to school no earlier than 4:00 p.m. on Sunday.
 - b. If a student wishes to visit a different town serviced by the same bus the student is assigned to ride, then they may do so if the school has received prior approval from all parties concerned.
3. It is **absolutely** necessary that parents or a designee be at the bus stop each Friday and each Sunday when the bus arrives. This is a **must** to ensure the safety of the student and that all students arrive home on schedule. In order for any student to be left at a stop without supervision, a permission letter to that effect from the parents or guardian must be on file in the appropriate schools administrative office. If problems arise due to the failure of a family to meet the bus and provide supervision, the school will be forced to take appropriate action for the benefit, safety and welfare of all riders.

4. The school will not reimburse parents for any trips in private vehicles.
5. If students are transported in any way other than the buses provided by ASBVI they must be picked up at the school by 1:45 p.m. on Friday and they cannot return to school until 4:00 p.m. on Sunday.
6. No student will be permitted to stay at the Arkansas School for the Blind and Visually Impaired on weekends except for a school sponsored function which has been approved by the Superintendent. In the case of a weekend activity, only participating students will be authorized to stay on campus and all other students will go home as scheduled.
7. If a bus will not run for any reason, such as inclement weather, ASBVI will attempt to notify the parents and will make provisions for on campus care of those affected students. If a parent has a concern about the buses running as scheduled they should contact ASBVI at 501-515-7974.

Bus Code of Conduct:

The following actions **will not** be permitted on buses:

1. The use of tobacco in any form
2. Moving from seat to seat or walking around on the bus unless permission has been granted by the chaperon.
3. Running and rough physical play
4. Standing behind the driver
5. Use of audio or visual devices **unless** earphones are used
6. Throwing any object
7. Open windows when air conditioning is on
8. Use of profanity, abusive language and/or obscene gestures
9. Actions that will damage or destroy the bus or another persons' property
10. The possession of any dangerous object
11. Use of alcoholic beverages; nor will students be permitted on the bus after consumption of such beverages
12. Kissing, petting or intimacy
13. Use or possession of any narcotic or controlled substance
14. Disrespect to others
15. Disobedience
16. Theft of another person's property

The local school districts provide transportation to day school students within the commute area. All transportation rules and regulations apply to day students using local school bus transportation or other transportation provided by the local district.

If you have any questions or concerns, please contact Tim Elam Transportation Supervisor at (501) 515-7974 or via Email at tim.elam@asb.k12.ar.us.

VISITS AND CONFERENCES

- A. ***Parents/Guardians wishing to visit their children during the school day shall register first with the office.*** Student visitors in the classroom can be disruptive to the educational process and is strongly discouraged. Any visitation to the classroom shall be allowed only with the permission of the school principal.
- B. If there is any question concerning the legal custody of the student, the parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student or legal right of visitation. It shall be the responsibility of the custodial parent to make any visitation restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Estranged parents may visit their child during school hours with the consent of the custodial parent.

WEBSITE PRIVACY POLICY

- A. The Arkansas School for the Blind and Visually Impaired operates and maintains a website for the purpose of informing the citizens of the state about its activities. The website does not use "cookies" or ISP addresses to collect or retain personally identifying information about visitors to its website nor is any such information given to "third parties." Any data collected is used solely for the purpose of monitoring site activity to help the school improve the usefulness of the site to its visitors.
- B. The site serves no commercial purpose and does not collect any information from individuals for such purpose.

- C. Photographs of students shall not be displayed on any page of the school's website without the prior written consent of the parent (or the student if 18 or older).
- D. The site provides for email communication between the school and individuals for the purpose of exchanging information regarding the school and its activities or between teachers and their students. The site may also provide for password protected communication between the school and its staff.

Legal References: 15 U.S.C. § 6501 (CIPPA).

Section II – Attendance

ABSENTEE/TARDINESS POLICY

- A. 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. Attendance and achievement go hand-in-hand. The policy explains procedures the school may use to address attendance problems.
- B. Absence is defined as missing more than 3.5 hours (210) instructional minutes per day. At the Arkansas School for the Blind and Visually Impaired, the student must return to school with a signed and dated note from the parent, guardian, or person in loco parentis that states the date and reason for the absence. When a child attends a medical appointment, s/he should return with a note from the medical office affirming the appointment for that day. Any medical or extenuating documentation should be attached to this note. The written note will be used to evaluate excessive absenteeism. There is no distinction between "excused or unexcused" absence. However, if the IEP team concludes that a student is not able to abide by the attendance policy, an exception may be made and documented on the student's IEP.
- C. If a student comes to class more than 5 minutes late without permission, the student is considered truant. If a student misses more than 25 minutes in any class period, it is considered an absence for that class period.
- D. Tardiness to class is disruptive and repeated tardiness will not be tolerated.

The consequences for habitual tardiness in one class nine week period are as follows:

1. 3 Tardies = 3 day lunch detention
2. 4 Tardies = 5 day lunch detention
3. 5 Tardies or more = 1 day In-School Suspension

- E. Students shall not be absent, as defined in this policy more than 10 percent of the school year (18 days), or 9 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 more than half the allowable days for the semester. Notification shall be by telephone, email, or by regular mail with a return address, sent no later than the following school day.
- F. Whenever a student exceeds 9 absences in a semester, a Family In Need of Services (FINS) petition may be filed and the parent, guardian, or person in loco parentis may be subject to a civil penalty as prescribed by law.
- G. Students with more than 9 absences in a course in a semester may 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. Absences, however, shall not be a reason for expulsion or dismissal of a student.
- H. It is the Arkansas General Assembly's intention that students having excessive absences due to illness, accident, or other unavoidable reason 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 parent note for a student's absence.

- I. 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 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
2. For purposes pre-approved by the school administration such as visiting prospective colleges, to obey a subpoena, or to attend an appointment with a government agency; and

Note: A.C.A. § 9-28-113(f) prohibits the lowering of grades of foster children for absences due to 1) a change in the student's school enrollment; 2) the student's attendance at a court ordered dependency-neglect court proceeding; or 3) the student's attendance at a court-ordered counseling or treatment.

Legal References: A.C.A. § 6-18-209 A.C.A. § 867 A.C.A. § 6-18-222
A.C.A. § 6-18-229 A.C.A. § 6-27-113 A.C.A. § 7-4-116
A.C.A. § 27-16-701 A.C.A. § 6-18-213 A.C.A. § 6-47-406

APPOINTMENTS AND EARLY CHECKOUT

- A. We encourage you to make health-related appointments after school hours. The success of the students is dependent on being in class. We discourage any early checkout if possible. Excessive early checkouts may result in your child being **RETAINED** or **LOSING CREDIT IN THE CLASS**.

ATTENDANCE REQUIREMENTS (Grades 9-12)

- A. Students in grades nine through twelve (9-12) may take part in enrollment and attendance at a post-secondary institution. Each credit hour shall count as three (3) hours of attendance time, meaning a three (3) hour course will count as nine (9) hours of the weekly.
- B. Study Halls - 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.
- C. Extracurricular Classes - 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.
- D. Course Enrollment Outside of ASBVI - 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 school 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 school may grant a waiver for the student for the duration of the semester in which the placement is unable to be made.

- E. 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.

Legal References: A.C.A. § 867 Arkansas Department of Education Rules Governing the Mandatory Attendance Requirements for Students in Grades Nine through Twelve.

COMPULSORY ATTENDANCE REQUIREMENTS

Arkansas Code 6-18-201 (a) (1): Under the penalty for noncompliance set by law, every parent, guardian, or other person residing within the State of Arkansas having custody or charge of a child five (5) years of age through seventeen (17) years of age on or before the date established in 6-18-207 for the minimum age for enrollment in public schools shall enroll and send the child to a public, private, or parochial school or provide a home school for the child, as described in 6-15-501 et seq. with the following exceptions:

1. The child will not be age six (6) on or before August 1, 2019 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 regulations of the Department of Education must be signed and on file with the school's administrative office.
2. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
3. 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.
4. 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).

DAILY ATTENDANCE FOR PARTICIPATION

Students that miss any part of the regular school day may be ineligible to participate in games, practices, performances, contests or credited work programs unless the absence is cleared by the principal in advance.

DAILY BELL SCHEDULE

- A. Buildings will be opened for the entrance of students prior to 7:50 a.m. School buildings will not be opened to the students without a teacher in charge.

Instruction Begins.....	7:55 a.m.
Elementary Dismisses.....	3:45 p.m.
High School Dismisses....	3:50 p.m.
Friday Dismissal.....	1:30 p.m.

EARLY TERMINATION (CRITERIA)

If at any point in the program a student exhibits one or more of the following conditions, a conference may be called to determine if continued placement at ASBVI is appropriate. (The conference procedures will be in accordance with the admission, review and dismissal procedures of ASBVI, the Individuals with Disabilities Education Act (IDEA), and should involve the student's parents and LEA.)

- A. Destructive, physically aggressive, or unacceptable social behavior that cannot be brought under control through the use of behavior modification and/or medication as prescribed by the primary care physician;
- B. Inability to respond to developmental training (self-care, feeding, dressing, toileting, etc.);
- C. Failure, after a reasonable period of time, to make appropriate progress toward behavioral and/or educational objectives that have been established for the child in the **IEP**;
- D. Failure to attend the prescribed number of student days within each semester.

MAKE-UP WORK

- A. At the Arkansas School for the Blind and Visually Impaired students who miss school due to an absence shall be allowed to make up the work they missed. It is the responsibility of the student to arrange for all make-up work with his/her teacher(s). Students are allowed one day make-up time for each day of absence.
- B. Assignments made, including tests, prior to days missed, will be due upon returning to class.
- C. Assignments made while a student is serving suspension shall be made up for credit. For each missed day, the student will be given one (1) school day for make-up work.
- D. 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 permitted by the ASBVI Attendance Policy

STUDENTS OFF CAMPUS DURING THE SCHOOL DAY

- A. Parents/guardians must call from a number listed in the student permanent records before a student will be permitted to leave the school campus with someone other than the parent/guardian. Blocked calls are unacceptable. Photo identification will be required by the adult.
- B. School trips will be supervised by a teacher, coach, school official, approved parent or adult sponsor. Students will be required to ride the bus to the trip destination. Only the parent/guardian may sign the student out at the end of school activity trip.

TRUANCY AND TARDINESS

- A. Truancy is unexcused and defined as a student that is not present at school without the prior consent of parents and/or without permission from the office of the principal. If a student comes to class more than 5 minutes late without permission, they are considered truant.

Section III - Academics

ADVANCED PLACEMENT/IB/ADE APPROVED HONORS

- A. Students who take Advanced Placement courses or International Baccalaureate (IB) or ADE approved honors courses, approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule:

90 – 100	A = 5 points
80 – 89	B = 4 points
70 – 79	C = 3 points
60 – 69	D = 2 point
59 & below	F = 0 points

- B. Students who transfer into the school will be given weighted credit for the Advanced Placement 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.
- C. Students taking AP courses shall receive weighted credit as described in this policy. *“Per Section 9.03.4.11 of the Arkansas Standards: Weighted Classes – students must take the applicable AP or IB test before credit will be assigned.”*

“Per Section 9.03.4.11 of the Arkansas Standards: Weighted credit/additional quality points for designated AP courses will be contingent upon the teacher completing training as required by the Department and the student taking the applicable AP examinations. Arkansas School for the Blind assures that teachers are appropriately trained to teach all AP & IB (Weighted) Courses offered”.

ATHLETICS FOR PHYSICAL EDUCATION CREDIT

- A. To receive physical education credit for participation in athletics, a student must be enrolled in a program that receives credit in physical education, subject to course approvals.

- B. The student will receive credit only if he participated in a given sport in lieu of participation in his normal physical education class and would receive credit for that semester, subject to course approvals.
- C. Athletics/Physical education can only count as one-half (1/2) unit towards graduation.

SMART CORE/CORE CURRICULUM GRADUATION REQUIREMENTS

- A. All students are required to participate in the Smart Core (college and career readiness) curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign an *Informed Consent Waiver Form* to not participate. Those students not participating in the Smart Core (college and career readiness) curriculum will be required to fulfill the Core curriculum to be eligible for graduation. The signed *Informed Consent Form* shall be attached to the student's permanent transcript. *Informed Consent Forms* are required to be signed prior to registering for seventh grade classes, or if enrolling in the School for seventh through twelfth grade classes. 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.
- B. 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 (college and career readiness) 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.
- C. This policy, the Smart Core (college and career readiness) curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every year to determine if changes need to be made to better serve the needs of the school's students. The IEP Committee will make up the review panel.

D. Sufficient information relating to Smart Core (college and career readiness) and the school'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 (college and career readiness) curriculum and graduation requirements;
- Discussion of the Smart Core (college and career readiness) curriculum and graduation requirements at the school's annual public meeting, PTA meetings, the Annual IEP meeting, 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 school's students.

E. 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 school's annual professional development shall include the training required by this paragraph.

F. GRADUATION REQUIREMENTS

The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation is to be earned from the following categories. A minimum of 22 units is required for graduation for student participating in either the **Smart Core** (college and career readiness) or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

- G. **SMART CORE** is Arkansas' COLLEGE AND CAREER READINESS CURRICULUM for high school students.

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

Mathematics: four (4) units (or 3 units of math and 1 flex of Computer Science) At least 1 unit must be taken in Grade 11 or Grade 12.

- Algebra I or (or Algebra A & Algebra B grades 7-8 or 8-9)
- Geometry or (Geometry A & Geometry B grades 8-9 or 9-10)
- Algebra II
- Fourth Math – Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement Mathematics – comparable concurrent credit college courses may be substituted where applicable

Natural Science: three (3) units with lab experience chosen from below (or 2 units with lab experience and 1 flex unit of Computer Science)

- Biology
- Physical Science, Chemistry and/or Physics
- (all students must have 1 unit of Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology)

Social Studies: three (3) units

- Civics – ½ unit
- World History – 1 unit
- U. S. History – 1 unit
- Economics or other social studies – ½ unit

Oral Communication – ½ unit

Physical Education: ½ unit

Health and Safety: ½ unit

Economics - ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

Computer Science – (flex unit) A unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer

Science, or IB Computer Science may replace the 4th math unit requirement or the 3rd Natural Science requirement. Two distinct units of the computer science courses listed above may replace the 4th Math unit requirement and the 3rd Natural Science requirement. If the 4th Math requirement and the 3rd Natural Science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

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

- H. CAREER FOCUS: - Six (6) units – at least two of the Career Focus units must be of the same foreign language.

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

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

I. CORE CURRICULUM

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

Mathematics: four (4) units (or 3 units of math and 1 flex unit of Computer Science)

- Algebra I (or Algebra A & Algebra B – each may be counted as 1 unit)
- Geometry or (Geometry A & Geometry B – each may be counted as 1 unit)
- (All math units must build on the base of Algebra and Geometry knowledge and skills)

Science: three (3) units (or 2 units with lab experience and 1 flex unit of Computer Science)

- at least one (1) unit of Biology
- at least one (1) unit of a Physical Science, Chemistry and/or Physics
- (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE approved Biology Honors, or Concurrent Credit Biology)

Social Studies: three (3) units

- Civics – ½ unit
- World history – one (1) unit
- U.S. History – one (1) unit
- Economics or other social studies – ½ unit

Oral Communication – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

Computer Science – (flex unit) A unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4th math unit requirement or the 3rd Natural Science Requirement. Two distinct units of the computer science courses listed above may replace the 4th math unit requirement and the 3rd Natural Science Requirement. If the 4th Math requirement and the 3rd Natural Science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

(Comparable concurrent credit may be substituted where applicable)

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

The Core Curriculum and career focus units must total at least twenty-two (22) units to graduate. Students who complete courses that are related to the Expanded Core Curriculum shall receive career focus credit(s) that apply towards graduation under the Smart Core or Core curriculum.

Additional Graduation Requirements

Students must complete a digital course for credit – A.C.A. § 6-16-1406

Students must earn a credit in a course that includes personal & family finance in grades 9-12 – A.C.A. § 6-16-135

Students must pass the Arkansas Civics' Exam with a score of 60% or better – A.C.A. § 6-16-149

Students must complete hands-on CPR training – A.C.A. § 6-16-143

Students that do not graduate via the Smart Core, Core, or Alternative Pathway to graduation will receive a Certificate of Completion in lieu of "Graduating on an IEP."

Legal References: A.C.A. § 6-15-1101 Standards of Accreditation 9.03 – 9.03.1.9, 14.01, 14.02; ADE Guidelines for the Development of Smart Core (college and career readiness) Curriculum Policy; Smart Core (college and career readiness) Informed Consent Form

COLLEGE DAYS

- A. Seniors are allowed two days to visit colleges during their senior year. Only two days will be considered school business. All college days **MUST** be taken by April 15th. However, the student must arrange with his/her teachers and the Principal before the visitation and must secure a letter from the Admissions Office of the college concerned stating that the student visited on a given date. The student will then present this statement to the front office the following day for it to be considered school business. Failure to present the statement the day following the visit causes it to be counted as an absence.

CONCURRENT CREDIT

- A. 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 (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.
- B. Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school.
- C. Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.
- D. **Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to the Arkansas School for the Blind and Visually Impaired High School in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until the 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 ten (10) 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, or promotion.**
- E. Remedial classes and math classes lower than College Algebra shall not receive credit.

Legal Reference: A.C.A. § 6-18-223, Arkansas Department of Education Rules and Regulations: Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.

EXTRACURRICULAR ACTIVITIES

- A. The School 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 School 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 excluded). Additionally, a student's participation in, and the school's operation of, extracurricular activities shall be subject to the following policy. All students meeting this policy's criteria are eligible for extracurricular activities.
- B. **Definitions:**
1. 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.
 2. Academic Courses are those courses for which class time is scheduled and can be credited to meet the minimum requirements for graduation, 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 these 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.
 3. 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.

C. Academic Requirements: Junior High

1. 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 as specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.
2. 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 as specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.
3. 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.
4. 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.

D. Academic Requirements: Senior High

1. In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:
2. Have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester; or
3. 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.

- E. **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).
- F. **Arkansas Activities Association** - In addition to the foregoing rules, the school shall abide by the rules and regulations of the Arkansas Activities Association (AAA) governing interscholastic activities.
- G. A student is allowed to participate in an SIP for a maximum of two consecutive semesters and requires the student to improve his/her GPA by at least 10% by the end of the first semester to remain eligible for the second semester. By the end of the second semester, the student must have attained a 2.0 GPA to be eligible for competitive interscholastic activities. Following one or more semesters where the student has attained a 2.0 GPA, this cycle may be repeated.

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06 Arkansas Activities Association Handbook.

FINAL TEST EXEMPTION

All 12th grade students may be exempt from their final tests during the spring semester. The following qualifications for exemptions will apply:

- A. Exemptions will be based on academic performance, absenteeism, and disciplinary actions.
- B. Students may take final exams in lieu of exemptions in an attempt to raise grade averages.
- C. Criteria will be:
 - 1. A grade average during the spring semester of a "B" or better in the individual class.
 - 2. No more than five days absent in the individual class during the spring semester.

3. No suspensions for the entire school year.

GRADING POLICY

- A. The following grading scale shall be used at the Arkansas School for the Blind and Visually Impaired for those students enrolled in core academic classes in grades 1-12:

90 – 100	A = 4 points
80 – 89	B = 3 points
70 – 79	C = 2 points
60 – 69	D = 1 point
59 & below	F = 0 points

- B. Kindergarten students shall receive quarterly academic grades through the use of a master checklist of Kindergarten Core Academic Standards that are adopted by the State of Arkansas.
- C. Progress reports will be sent midterm according to the school calendar to parents/guardians of those students who are failing or are not working up to capacity.
- D. The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25(83) + .75(73) = 75.5\%$.

Legal References: A.C.A. § 6-15-902
State Board of Education: Standards of Accreditation 12.02

HOMEWORK

- A. Homework is considered to be part of the educational program of the school. 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.
- B. Teachers are aware of the potential problem students may have completing assignments from multiple teachers and may limit the amount of homework they give from day-to-day.
- C. Parents shall be notified of this policy at the beginning of each schoolyear.

HONORS PROGRAM PARTICIPATION

- A. Participants must be enrolled for the full two semesters of their senior year for Highest Honor status.
- B. Students must complete all requirements for graduation of the Arkansas Department of Education and the Arkansas School for the Blind and Visually Impaired.
- C. Participants must earn credit for ten (10) of the twenty-three (23) honors courses.
- D. For Highest Honors Graduate status, students must have a cumulative 4.0 or above GPA after eight semesters.
- E. For Honors Graduate status, a participant must have a cumulative 3.50 GPA after eight (8) semesters.
- F. For Honors Diploma, a participant must have a cumulative 3.0 GPA after eight (8) semesters.

- G. Advance Placement (AP) and Honors Courses that call for pre-requisite requirements must be met.
- H. The following twenty-four (24) courses will be Honors Courses. Each will be counted only one (1) time for Honors credit.

Pre AP English 9	Honors Civics and Government
Pre AP English 10	AP United States History
AP English Language	Pre AP World History
AP English/Literature & Composition	AP European History
Honors Algebra II	E.A.S.T (one period, one year)
Honors Algebra III	Multimedia Application I and II
Pre AP Calculus	Honors Desktop Publishing I and II
Pre AP Calculus AB	Honors CADD: Architecture II
AP Biology	Honors CADD: Engineering II
Pre AP Chemistry I	French II
AP Chemistry I	Spanish II
Physics	Spanish III

- I. All Honor Graduates must complete a minimum of two (2) years of Honors English (Pre-AP, AP, or Composition I and II).
- J. The following college-level classes for concurrent credit: College Algebra, Composition I, Composition II, Western Civilization I, and Western Civilization II.
- K. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12), concurrent credit grades as approved, and 8th grade Algebra I.

Legal References: A.C.A. § 6-18-101 (a) (1), A.C.A. § 6-18-101 (b), A.C.A. § 6-18-101 (a) (2).

PLAGIARISM

- A. Plagiarism is a form of dishonesty that occurs when a person passes off someone else's work as his or her own. Plagiarism is an act that will have serious academic consequences in high school and in college.

Forms of plagiarism range from failing to cite an author for ideas incorporated into a student's paper, to cutting and pasting paragraphs from different websites, to handing in a paper downloaded from the internet. All are plagiarism.

There are two main things all school students should know about plagiarism:

1. Plagiarism in most instances is easy to identify and expose. The very force that makes plagiarism easy and tempting to some students--the internet--makes its detection easy. Most teachers can locate the source of suspected plagiarism within a few minutes of searching the web. In this context, plagiarism is as much ignorance as it is dishonesty. Students should be aware that all teachers have access to online tools that are very effective resources for catching plagiarism. Further, the experienced teacher will always be able to distinguish the fluency of sentences and word choice of adolescent writers when compared to university students or professional writers. It is the latter that uncovers most plagiarism in high school.

2. All parties to plagiarism are considered equally guilty. If you share your coursework with another student and he or she plagiarizes it, you are considered as guilty as the one who has plagiarized your work, since you enabled the plagiarism to take place. *Under no circumstances should a student make his or her coursework available to another student unless the teacher gives explicit permission for this to happen.*

- B. Students who plagiarize are likely to be caught, and the consequences will be severe and will include anyone who enabled the plagiarism to take place. All student work produced for school will be subject to an electronic database to determine plagiarism.
- C. Consequences for plagiarizing work will range from redoing the project for half (1/2) credit for first time offenders to receiving no credit for second time offenders.

PROMOTION / RETENTION

- A. A disservice is done to students through social promotion and is prohibited by state law. The school shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. The Arkansas School for the Blind and Visually Impaired 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), and notified of a student's possible retention or required retaking of a course. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.
- B. 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.
- C. Students who do not score proficient or above on their grade level benchmark assessment shall be recommended to receive IEP goals related to the deficiency area. Each IEP shall be developed by school personnel and the student's parents and shall be designed to create a reasonable and attainable expectation of high levels of student achievement.
- D. In addition to the Benchmark Exam requirements, students who do not meet the satisfactory passing level on the End-of-Course Algebra 1 test shall successfully participate in the remediation program identified in their IEP and receive a passing score after a retake of the exam before they can receive credit for the course. The lack of credit could jeopardize their grade promotion or classification due to insufficient credits to qualify for the next grade.

E. Beginning with the 2018-19 school year, each 8th grade student and above shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to statewide student assessment results subject grades, student work samples, and local assessment scores.

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

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

F. The following rules from the Arkansas Department of Education shall be followed for all students unless in violation of their IEP.

7.03 Retention for failure to participate in the Academic Improvement Plan (AIP)

7.03.1 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. This notice may be provided via student handbooks.

7.03.2 A student in grades three (3) through eight (8), identified as not passing a benchmark assessment and failing to participate in the subsequent AIP shall be retained and shall not be promoted to the next appropriate grade until

the student is deemed to have participated in the AIP, or the student passes the benchmark assessment for the current grade level in which the student is retained. The local district shall determine the extent of the required participation in remediation as set forth in the student Academic Improvement Plan.

- 7.03.3 Any student required to take a general end-of-course assessment who is identified as not meeting the requisite scale score for a particular assessment shall participate in the remediation activities as required by the student's individualized AIP 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.
- 7.03.3.1 The individualized AIP shall include remediation activities focused on those areas in which a student failed to pass a general end-of-course assessment.
- 7.03.3.2 A student who is identified as not meeting the requisite scale score for a general end-of-course assessment shall not receive academic credit on his or her transcript for the courses related to the general end-of-course assessment until the student is identified as having participated in remediation through an individualized AIP. For the purpose of a general end-of-course assessment, remediation does not require that a student pass a subsequent end-of-course assessment in order to receive academic credit for a course.
- 7.03.4 Remedial instruction may not be in lieu of English, mathematics, science or social studies, or other core subjects required for graduation.
- 7.03.5 Any student who does not score at the Proficient level on the criterion-referenced assessments in reading, writing and mathematics shall continue to be provided with remedial or supplemental instruction until the

expectations are met or the student is not subject to compulsory school attendance.

- 7.03.6 Any student that has an AIP and fails to remediate, but scores at the Proficient level on the criterion-referenced assessments, shall not be retained.
- 7.03.7 Students not proficient on the High School Literacy Test shall participate in a remediation program.
- 7.03.8 A student who does not meet the requisite scale score on the relevant high-stakes end-of-course assessment shall participate in an individualized AIP.
 - 7.03.8.1 An individualized AIP shall include research-based remediation activities and multiple opportunities for the student to take and pass subsequent high-stakes end-of-course assessments as long as the student remains enrolled in an Arkansas public school and has not reached twenty-one (21) years of age.
 - 7.03.8.2 If after two subsequent high-stakes end-of-course assessments a student does not meet the requisite scale score on the initial high-stakes end-of-course assessment, the student shall participate in strand analysis or formative analysis remediation provided and supported by the department before taking a third or subsequent high-stakes end-of-course assessment.
 - 7.03.8.3 Subsequent high-stakes end-of-course assessments and associated remediation programs may be administered in electronic format.
- 7.04 The results of end-of-course assessments shall become a part of each student's transcript or permanent record. Each course for which a student completes the general end-of-course assessment shall be recorded with the performance level (Advanced, Proficient, Basic or Below-

Basic). Each course for which a student completes the high-stakes end-of-course assessment shall be recorded with the pass level (pass, not pass) and by performance level (Below Basic, Basic, Proficient, Advanced).

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

High School, 9-12

All high school students must earn a minimum of 5 ½ units of credit each year in order to be promoted to the next grade level as follows:

Sophomore (grade 10)	5 ½ units
Junior (grade 11)	11 units
Senior (grade 12)	16 ½ units

SCHOOL SPONSORED TRIPS

- A. Students shall be permitted to return from school-sponsored events with parents upon request of the parents. The parent will sign out the student at the school event.
- B. A student may lose the right to go on school sponsored trips due to discipline.

TRANSFER of CREDIT

The Arkansas School for the Blind and Visually Impaired will adhere to all rules and regulations of the Arkansas Department of Education related to the acceptance of transfer student credits. These include, but are not limited to:

12.05 Transfer between schools

12.05.1 Any student transferring from a school accredited by the Department to another school accredited by the Department shall be placed into the same grade the student would have been in had the student remained at the former school.

12.05.2 Any student transferring from home school or a school that is not accredited by the Department to a school that is accredited by the Department shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

Upon presentation of official transcripts from another ADE approved school ASBVI staff will evaluate the existing grades and assign appropriate credit. Local credit courses will not transfer. ADE approved course credits will transfer and become a part of the student's official transcript at ASBVI.

Upon presentation of official transcripts from a non-ADE accredited school or home school rule 12.05.2 will be followed as stated above.

USE OF STUDENTS BY COMMUNITY ORGANIZATIONS

Community organizations wishing to use students in speeches, programs, etc. shall make their requests known to the appropriate principal at least one day in advance. These students shall be excused only when the permission of the parent is given. The principal shall ensure that a minimum of classes will be missed by the student.

GRADUATION HONORS

Academic achievement given to any graduating student will be based on achieving the minimum GPA outlined on the following scale:

Distinguished Award – Cumulative GPA of 3.5 – and above

Advanced Award – Cumulative GPA of 3.00 – 3.49

Section IV - Student Discipline

STUDENT DISCIPLINE

- A. The Arkansas School for the Blind and Visually Impaired Board of Education has a responsibility to protect the health, safety and welfare of the school's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs at any time on the school grounds, off school grounds at a school-sponsored function, activity, or event, and going to and from school or a school activity.

- B. The school'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 referral back to the student's local school district. 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, such as assault or battery, drug law violations or sexual misconduct of a serious nature. Any disciplinary action pursued by the school shall be in accordance with the student's appropriate due process rights.

- C. The school's personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Arkansas School for the Blind and Visually Impaired. The Board shall approve any changes to student discipline policies.

- D. The school'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.
- E. It is required by law that the principal or person in charge, report to the police any incidents where 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.
- F. The **minimum penalty** for student misconduct will be a **verbal warning** and the **maximum penalty** will be **referral back to the student's local school district** by the Board and/or legal action dependent upon the severity and frequency of the misconduct.
- G. Any student who gives false information or wrongfully accuses another student or staff member may be subject to disciplinary action.

Legal Ref: A.C.A. 6-18502, A.C.A. 6-17-113

Conduct – Roles and Responsibilities

Roles and Responsibilities **Teaching Staff**

Teaching and ancillary staff will focus on teaching and reinforcing responsible behavior as opposed to trying to control or manage negative behavior. Teachers and staff will utilize positive, age-appropriate, meaningful incentives and consequences in their interactions with students to motivate them to make good choices about their behavior. Teachers will work collaboratively to maintain a high level of consistency both in the teaching process and in the use of all incentives and consequences. Teachers will assist the students in understanding how making positive behavioral choices relates to "The Arkansas School for the Blind and Visually Impaired Student Code of Ethics" – including the "Dormitory Student Code of Ethics."

Home Life Staff

The Home Life Staff from the Arkansas School for the Blind and Visually Impaired recognizes that student achievement is a function of students' academic skills and their behavioral skills. Moreover, we recognize that both sets of skills are learned, and that it is our responsibility to engage in a partnership with students, parents, and others to facilitate and reinforce this learning. This is in keeping with the vision of The Arkansas School for the Blind and Visually Impaired:

The Home Life Staff at the Arkansas School for the Blind and Visually Impaired will work collaboratively to share ownership of all students by:

- Recognizing that all students have challenges
- Fostering academic excellence, social awareness, and emotional stability
- Providing the means for students to realize their fullest potential
- Embracing collegiality, high standards, high expectations, and realizing that we are accountable

Administrative Staff

The role of the administrative staff in responsibility and discipline is to guide staff and students in their efforts to achieve the school's mission - **student success**.

1. The administrative staff will be responsible for facilitating appropriate student responsibility and discipline at the building level. The principal will coordinate building-level celebrations, take suggestions from staff and parents, and evaluate all relevant discipline and behavior management procedures. The Administrative Staff will guide staff through a yearly review and update of the Arkansas School for the Blind and Visually Impaired Student Handbook.
2. The Administrative Staff will identify and coordinate any professional development activities (e.g., workshops, technical assistance consultations) that are deemed necessary in order for staff to be appropriately prepared to accomplish the building of a student's responsibility and discipline goals. The administrative staff will

similarly ensure that other resources needed to accomplish building goals are available.

3. Members of the school administration will assist staff with severe student misbehavior such as physically dangerous situations, illegal acts, insubordination, and any chronic or recurring problems. As indicated on a case-by-case basis, the principal/assistant principal may use in-school or out-of-school suspension, parent conferences, contacting the appropriate agency or authorities, or other severe consequences. If the principal/assistant principal is not available to assist with a crisis situation, the office staff will direct referrals to individuals designated by the building principal (e.g., a special education specialist, guidance personnel).
4. Members of the school administrative staff will assist staff with emergency situations such as illegal acts, or any crisis situation that will create a clear and present danger to the staff and/or students. The emergency plan and procedures will be followed at this point.

Student Roles and Responsibilities

Students at the Arkansas School for the Blind and Visually Impaired will take pride in their efforts to learn and practice responsible behavior. Throughout the day, our students will put their Code of Ethics into action (see these previously listed).

In the classroom, students will follow the teacher's classroom rules. Because each teacher structures activities a little differently, teachers will clearly communicate their expectations for each activity.

In the dormitories, students will follow the dormitory rules. Because each dormitory structures activities a little differently, dormitory staff will clearly communicate their expectations for each activity.

Parent/Guardian Roles and Responsibilities

1. Parents are strongly encouraged to participate in the educational process. We need the support and cooperation of parents to effectively help each student reach his/her fullest potential. The major role of parents in assisting us with school discipline and responsibility is to

consistently demonstrate interest and support in how their child is doing in school. When students see that parents support their best efforts, they are given a real incentive to strive for excellence. We will keep parents informed of student responsibility and efforts through conferences, report cards, phone calls, and notes.

2. Parents may be asked to help teach their student specific skills such as remembering homework, learning to be more independent or managing anger in a mature way. If parents are asked to assist staff, specific information will be provided on ways to help the student.
3. If there is a severe or recurring problem, parents will be asked to help staff teach the student an alternative set of behaviors. In such a case, everyone must recognize that teaching a student to get along in the school environment will make it possible for the student to be successful when attending high school. By working together, parents and staff can help the student learn behaviors that will increase opportunities for success and improve self-concept.
4. At the beginning of the school year, student handbooks will be provided to parents and students. Parents are asked to go over the student handbook with their children. A student handbook acknowledgement form will be signed and provided to the school.

Special Considerations for Students with Additional Disabilities or Special Needs

All students are encouraged and expected to develop responsibility at The Arkansas School for the Blind and Visually Impaired. Though we will do our best to teach students how to assume responsibility, we recognize that there are special cases where a disability will require that adaptations be made and additional training required. Students with multiple-disabilities will be assisted by appropriate staff to meet the expectations of a student's Individualized Education Plan (IEP).

Discipline procedures for students with multiple disabilities may need to be individualized and unique, as documented within the students' IEP. All due process procedures and the student's IEP will be adhered to for all students before any disciplinary actions are implemented to ensure that students continue to be provided FAPE. The IEP team shall determine

whether the student's behavior or activity was the result of the student's disability or not.

If a suspension that will interfere with the student's receipt of FAPE, or referral back to the student's local school district is necessary, the parent(s) and local school district will be given immediate notice of this proposed action and a required meeting to discuss this proposed action will be held as soon as possible. Parents will be provided notice of all rights under federal special education law, specifically the right to mediation or a due process hearing to challenge the change in placement. If parents request a hearing, the student's placement will be "frozen" in school. Parents must be informed of this "stay put" provision.

To accomplish these roles and responsibilities, four basic principles of management and discipline will be implemented by teachers, residential advisors and other staff to enhance discipline throughout the year:

- Behavioral expectations will be taught at the beginning of each school year, and incorporated into the curriculum throughout the academic year. Students will be taught how to behave responsibly in classrooms, dormitories and extracurricular activities.
- Staff will provide frequent praise and positive reinforcement for the students' good behavioral choices in the academic and extracurricular areas. ASB's goal is to create classroom and dormitory environments where students experience five positive interactions (i.e. from adults, peers, and self) for any negative interaction.
- Staff will strive to interact frequently with each student when the student is behaving appropriately (i.e. "catch the student being good")
- Staff will establish clearly defined boundaries and rules, and will implement consistent, appropriate consequences for misbehavior using the **mildest consequence** necessary for the specific situation. Students will be asked to verbalize how they made a bad behavioral choice, and be given the opportunity to demonstrate an understanding of the appropriate expectations (a good choice).

Though these principles will guide teachers/residential advisors in their classroom/dormitory management areas, each staff member, each student, and each situation is unique. Staff will use professional discretion to select the specific procedures that fit individual student needs and the situation. The following represents a menu of possible classroom/dormitory management techniques for encouraging responsible behavior and reducing irresponsible behavior.

RESPONSIBILITY IN COMMON AREAS

A school's common areas include such places as the playground, hallways, restrooms, and the cafeteria. With different staff supervising these areas, it is important to share consistent expectations for responsible behavior. Without consistency from staff, there will be continued testing of limits by students. With clarification of expectations, the staff at The Arkansas School for the Blind and Visually Impaired can focus on encouraging student responsibility and reduce the need to correct misbehavior.

Because each common area is unique, a separate section has been developed below to address each one. In this way, staff and students will have a clear understanding of the expected behaviors in each area, and the incentives and consequences that may occur for appropriate and inappropriate behavior, respectively.

Each classroom teacher and dorm parent will use the information below to teach students what constitutes responsible behavior, for example, on the school grounds, playground, dorms, in the hallways and restroom, and in the cafeteria. Expected behaviors will be taught until students understand and can demonstrate the behaviors at an appropriate developmental level. The younger the students, the more time teachers will need to spend discussing, modeling, practicing, and role playing. If problems occur in any area, staff will resume lessons on responsible behavior in that setting.

All students will receive positive instruction, information, and feedback on how to behave responsibly in different settings. A copy of the rules and expectations for the different common areas will be placed in an information folder for substitute teachers.

HALLWAY EXPECTATIONS

- Walk in an orderly way, quietly and on the right side of the hallway
- Keep hands/feet/canes/book bags, etc. to yourself
- Use appropriate tone of voice (keep it low)
- Go directly to your destination
- Respond appropriately to staff direction in the hallways.
- Locker prep – have specific things with you for each class so you don't have to keep going back to your locker

CAFETERIA EXPECTATIONS

- Walk Safely
- Keep arms, feet, canes and body to yourself.
- Use appropriate volume, tone and pitch of voice
- Deposit lunch trays as directed in an orderly manner

Line Up

- Wait – be kind to others.
- Ignore distractions
- Use positive social skills
- Use good table manners
- Treat others with dignity and respect
- Respond appropriately to teasing, rejection, and being excluded
- Remain in your own space
- Go to the salad bar only with supervision

Tables

- Join others appropriately and as directed by staff
- Sit at designated tables
- Be a good leader and a good follower
- Clean up after yourself

RESTROOM EXPECTATIONS

- Flush toilet
- **Wash hands**
- Use wastebasket
- Respect Property

AUDITORIUM EXPECTATIONS

- Enter and Exit quietly
- Sit quietly facing forward with feet on the ground, hands in lap
- Keep feet off chairs
- Let staff/houseparent know if you are going to the bathroom
- Do not run up or down the aisles
- Walk behind audience to exit room
- After program opening, only enter the auditorium between performances
- Respond appropriately to performances

BUS ROUTE EXPECTATIONS:

- Go to your designated area to catch your bus
- Keep hands, feet, back-packs, canes, etc. to yourself
- Wait for your bus in an orderly and polite manner
- Wear proper clothing for the ride to and from school
- Walk - do not run to bus
- Use appropriate tone of voice (low)
- Use appropriate language
- Listen and follow the directions of the bus driver
- Stay seated
- Check in with the bus staff

ELEMENTARY PLAYGROUND EXPECTATIONS:

- Follow school and safety rules
- Be respectful
- Share
- Take turns
- Follow playground supervisors' directions
- Show good sportsmanship
- Be patient with others

FIELD TRIP EXPECTATIONS:

- Stay with your group
- Be respectful (polite)
- Dress appropriately
- Remain seated on the bus or van
- Use appropriate language – speak quietly!
- Follow all school rules in effect

- Do not push or shove in getting on or off the bus/van
- Listen to the staff member in charge
- Keep up with your own belongings
- Pick up any trash that you drop (keep the bus/van clean for others!)

LIONS' DEN AREA EXPECTATIONS:

- Follow directions of Houseparent and Stand Supervisor
- Visit and socialize in an orderly and polite manner
- When leaving, immediately report directly back to your dormitory
- Make good and healthy choices for snacks and drinks
- Use recreational equipment appropriately and safely
- Use appropriate language – no profanity!
- Be polite when requesting items and share!
- Avoid disturbing others with excess noise
- Refrain from horseplay in area and in the hallways
- Keep the area clean

CLASSROOM/DORMITORY EXPECTATIONS

- Demonstrate good listening skills
- Follow directions, the first time
- Begin work – promptly and quietly
- Do not disturb peers while they are working
- Begin and complete homework and other dorm tasks successfully
- Keep arms, feet, and body to yourself
- Ask for help and assistance promptly and politely, when needed
- Wait to be called on to speak/request attention in an appropriate manner
- Ignore distractions - successfully and consistently
- Apologize in a prompt and appropriate manner
- Accept consequences in an appropriate manner
- Bring school supplies to school each day
- Walk/travel safely during all activities
- Use an appropriate tone, volume, and pitch of voice
- Speak politely to others
- Learn to deal with feelings of anger (yours or others) or rejection appropriately
- Learn to walk away from a potential fight in an appropriate manner
- Set appropriate goals successfully and follow up on them

- Evaluate yourself successfully
- Know/discover your ‘abilities’ and talents
- Know how to deal with your ‘problems’ according to their importance, and arrive at appropriate solutions
- Respond to ‘failure’ successfully
- Give and accept a compliment appropriately
- Deal with fear successfully
- Learn to avoid ‘troubling situations’
- Apologize when you make a ‘bad choice’
- Take care of other people’s, school and dormitory property
- Take care of your own personal property
- Ask adults for help to solve serious problems
- Tell an adult when you or a peer is in an unsafe situation
- Deal with peer pressure successfully and appropriately
- Deal with ‘wanting something that isn’t yours’ appropriately
- Deal with embarrassment appropriately and successfully
- Show good sportsmanship – when winning or losing!
- Deal with boredom appropriately and help others to do so
- Accept “no” from others and learn to say “NO!” when appropriate
- Learn to relax!
- Ability to ‘begin’ and ‘end’ a conversation appropriately
- Be a good leader, role model, or a good follower, as appropriate
- Cooperate with others
- Share with others
- Join activities using positive social skills
- Treat other people with dignity and respect
- Discuss disagreements in a calm manner
- Take responsibility for your own actions and statements
- Tell the truth
- Use positive social skills to respond to teasing and rejection
- Use positive social skills when you get a bad grade or give the wrong answer to a question
- Offer to help others
- ‘Introduce” yourself and accept introductions from others
- Demonstrate the ability to play a game and participate in recreational activities
- Learn to ask for a favor appropriately
- Express affection in an appropriate manner and place

- Negotiate for what you want (self-advocate – making/answering complaints, participate in conferences, etc.)
- Be aware of your own and others feelings/moods

Encouraging Positive Behavior

The following is a list of successful incentives to be used by staff at the Arkansas School for the Blind and Visually Impaired (as appropriate to various age groups):

- Positive Notes in Dormitory Reports
- Positive phone calls or notes home
- Positive notes in planner
- Award /Recognition Certificates
- Stickers for rewards
- Listed on Honor and Citizenship Rolls
- Recognition in ASBVI school newsletter, local newsletters, news stations
- Tickets for drawings, buying rewards
- Additional responsibility
- Run a special errand for the teacher
- Five minutes at the end of the class period as free time
- Social visit with the administrative staff
- Recognition as “Student of the Week/Month.” (classroom and/or dorm)
- Good behavior stamps
- Special activity with the teacher
- Read a story to the class
- Rewards/tangible (pencils, grab bag, tokens, points, special bookmarks, etc)
- Marbles/beans in bowl
- Snack served by the principal (or other requested Administrator)
- Extra computer time or game
- “No homework/no worksheet/no dormitory duty” pass
- Special lunch with Administrative Team/Member
- Serving on “Residential Student Advisory Board”
- Membership in “Residential Mentors Club”
- “Laundry”/“Room Cleaning” services provided for dorm student
- Special class position (e.g. line leader, be excused to go home first, etc.)
- Help designing and putting up special class/building bulletin boards/exhibits

- Class parties, snacks in the lunchroom, or special field trips
- Extra “fun” papers/projects/activities
- Taking an ‘internet’ field trip
- ASBVI “Kudos Recognition” in the school announcements
- Other (parent/student suggestions...?)

CODE of CONDUCT LEVELS

Classroom/Dormitory Consequences for Misbehavior

Teachers, house-parents, and staff at the Arkansas School for the Blind and Visually Impaired will establish clear rules and boundaries for the students in the classrooms, dorms and extracurricular activities.

Consequences are most effective when implemented as soon as possible after the behavior occurs. Consequences for misbehavior shall be implemented consistently and in accordance with the intensity level of the behavior as outlined in the Behavioral Matrix. Consequences for misbehavior shall always be followed by the student being asked to verbalize an understanding of the infraction and expectation for future behavioral choices.

Staff has defined a Behavioral Matrix that differentiates various types of misbehaviors into four intensity levels. Behaviors in each intensity level are matched with consequences based on the number of infractions for behavior.

Behavior Matrix Intensity Level Definitions

In all discipline situations, proper due process will be conducted. Due process procedures will be in accordance with state guidelines, IDEA guidelines, as well as ASBVI Board policies. Violations of the ASBVI Student Code of Conduct have been placed in four categories.

Furthermore, a referral team will be utilized in the event that a student has committed a series of infractions, or has committed an offense that warrants the possibility of referral back to the student’s local school district.

Intensity Levels I – IV are defined as the following:

- **Intensity I Behavior:** Behavioral infractions in the classroom/dorm/school activity that are considered mild in nature and may be addressed with the least amount of intervention on the

part of the teacher, houseparent or staff member (e.g., using physical proximity, a social skills prompt, reinforcing other students' appropriate behavior, giving a verbal or a non-verbal cue to the student).

- **Intensity II Behavior:** Behavioral infractions in the classroom/dorm/school activity that teachers, house parents and staff may handle with a more directed intervention (e.g. loss of student points or privileges, a classroom time-out, a note or call home, completion by the student of a behavior action plan).
- **Intensity III Behavior:** Behavioral infractions that are persistently disruptive or severe may require out-of-classroom/dorm/ activity intervention (e.g., a referral to the office or in-school suspension room). Students who persistently display behaviors of this intensity may require team intervention to design an individualized behavior plan.
- **Intensity IV Behavior (Administrative response):** Severe behavioral infractions that are addressed in the **School's Handbook** and usually require some type of student suspension and/or referral back to the student's local school district.

Because of differences in student development and rates of maturation, behaviors at the first three intensity levels, and their corresponding consequences, have been identified for two grade range levels. At each grade level, all students are informed, in advance, of what behaviors are unacceptable in the classroom/dormitory or school activity. Below are these grade range level behaviors and consequences (Please review both the Pre-Kindergarten - 6th grade and the 7th - 12th grade range levels.)

Elementary: Pre-Kindergarten - 6th grade

Due to the age variance within the elementary school aged children the Lead and Assistant Principals reserve the right to modify and or waive any of the below behavioral interventions if the behavior/intervention is determined to not be applicable/appropriate due to the age of the child.

Inappropriate Intensity I Behaviors

Arguing/talking back
Bouncing (usually just a reminder needed)
Calling/shouting/blurting out answers
Disruptive behavior/noise making
Distracting/disturbing others
Horseplay
Play fighting
Mild teasing/name-calling
Non-teacher approved food/drink items
Not being in a designated or specified area
Not following directions

Passive off-task behavior (e.g., head on desk, staring out the window)
Poor attitude/rudeness (defined as behaviors or words used in such a way that respect for fellow students/staff is not apparent)

Running in class/ hallways
Spitting on the floor or objects
Swearing
Wearing “wheeled” shoes at any time in campus buildings

Intensity I: Research- or Experience-Based Teacher Interventions or Consequences

Move the student to another seat in the classroom/dorm/activity
Staff clarifies direction/instructions – completion of task occurs
Staff counsels with student
Staff gives a verbal warning
Staff instructs, models, role plays the appropriate social skill and a ‘good choice’
Staff redirects student/activity
Staff uses ‘proximity’ (moves closer to student)
Staff uses a visual, verbal, non-verbal, or physical prompt
Student apologizes to staff member/class for disruption, etc. (making a ‘bad choice’)

Intensity I: Consequences

1st Offense: Conference with Principal

2nd Offense: Lunch Detention (1 Day)

3 or More Offenses: Phone Parent

Inappropriate Intensity II Behaviors

Persistent Intensity I behaviors...or

Arguing with the teacher/talking back

Cheating

Failure to comply with classroom

Inappropriate hand gestures

Inappropriate physical contact (no injuries, non-sexual)

Infractions of the dress code

Leaving an area without permission

Lying (if harmful or destructive to others then it goes to Level III)

Not using a cane when appropriate

Public displays of affections

Staring/attempting to non-verbally intimidate another student

Taking supplies without permission

Teasing (2nd offense – but not harassment, abusive or persistent – these go to Level III)

Throwing objects

Research- or Experience-Based Teacher Responses, Consequences, or Interventions

(All responses, consequences or interventions should include counseling with student and conducting/retraining related social skills training)

Loss of free time/recess time (on a graduated scale)

Loss of privileges/activities

Move the student to another seat in the classroom/activity

Staff member ends activity for the student;

Staff member sends a note home

Student apologizes to staff and/or student(s)

Student models the appropriate behavior

Student writes an explanation of the misbehavior and an understanding of the appropriate expectation (as appropriate for the student and abilities)

Time-out in another class

Time-out in class

Intensity II Consequences

1st Offense: Meeting with Principal

2nd Offense: Phone Parent(s)

3 or More Offenses: Lunch Detention (3 days)

Inappropriate Intensity III Behaviors

Derogatory statements, or behaviors, that are racist or sexist.

Hazardous behaviors/safety issues

Swearing/Profanity (3rd offense)

Physical aggression/fighting with intent to cause bodily harm

Physically threatening/taunting behavior

Sexual harassment

Sexually inappropriate behavior (e.g., touching/showing private parts)

Spitting on an individual(s)

Stealing (intentional or unintentional): less than \$500 (replacement value)

Throwing furniture/dangerous materials

Verbal threats to cause harm

Willful destruction/defacing of school property: less than \$500 (replacement value/labor costs)

Skipping Class

Smoking/Smokeless Tobacco

Responses, Consequences, or Interventions Expected from the Administrator/School Problem Solving Team (All responses, consequences or interventions should include counseling with student)

Parent/student/teacher conference

Referred for Counseling with School Counselor and/or Therapist

Intensity III Consequences

1st Offense: Conference with Principal/Phone Parent

2nd Offense: Phone Parent/ Lunch Detention (3 days)

3rd Offense: Phone Parent/ Lunch Detention (5 days)

4 or more Offenses: Phone Parent/ In School Suspension (5 days)/Referral Team Meeting

Below are the grade-level behaviors and consequences for 7-12th grades:

Intensity I Behaviors:

Disruptive talking/noise making
Horseplay (pretend fighting/physical contact)
Inappropriate language
Inappropriate public display of affection
Leaving seat without permission
Name calling/teasing
Non-teacher approved food or drink items
Not listening/following instructions/directions
Not using a cane when appropriate
Off-task behavior Pushing/poking other students
Running in class/hallway
Swearing
Unprepared for class (includes not having homework/textbook/other materials necessary for class)
Use of cellular phone or other personal communication devices during school hours. (See phone use policy)
Wearing “wheeled” shoes at any time in campus buildings

Intensity I : Research- or Experience-Based Teacher Responses, Consequences, or Interventions

Conference in private
Guidance referral
Note/Call home
Teacher proximity
Teacher redirect
Teacher visual/oral/physical prompt

Intensity I Consequences

1st Offense: Meeting with Principal
2nd Offense: Lunch Detention (1 Day)
3 or More Offenses: Lunch Detention (3 Days)

Inappropriate Intensity II Behaviors:

Any Intensity I Behavior that continues within 5 school days
Arguing with the teacher/talking back
Destroying school property (maliciously)
Failure to comply with classroom rules
Inappropriate hand gestures
Inappropriate language/name calling, etc.
Inappropriate physical contact/physical threat (i.e. pushing, grabbing)
Inappropriate public display of affection (prolonged physical contact)
Infractions of the dress code
Leaving an area (classroom/ school activity) without permission
Lying (if harmful or destructive to others it goes to Level III)
Profanity towards another individual
Refusing to follow directions
Throwing objects

Intensity II: Research- or Experience-Based Staff Responses, Consequences, Interventions or Corrective Responses (All responses, consequences or interventions should include counseling with student)

Guidance referral
Loss of free time/recess time (on a graduated scale)
Loss of privileges/activities
Move the student to another seat in the classroom/dorm/activity
Parent/student/teacher/administrator conference
Sent to the office
Staff member ends activity for the student
Staff member sends a note home
Staff/team writes student behavior plan/mediation techniques
Student apologizes to staff and/or student(s)
Student models the appropriate behavior
Student writes an explanation of the misbehavior and an understanding of the appropriate expectation (as appropriate for the student and abilities)
Student writes letter to parent about the infraction
Time-out in another class
Time-out in class

Intensity II Consequences

1st Offense: Meeting with Principal and one (1) day lunch detention

2nd Offense: Lunch Detention (3 days)

3rd or More Offenses: In School Suspension (2 day)/Referral Team Meeting

Inappropriate Intensity III Behaviors: (Some of these behaviors could be placed under Intensity Level IV depending on severity or persistency)

Derogatory statements (racist, sexist or other) that target race, ethnicity, gender, sexuality or other class

Endangering safety of others (With intent to cause harm)

Falsely accusing Teachers or Staff

Forgery/Falsification of Information

Gambling

Memberships in Fraternities, Sororities, Secret Clubs, Gangs etc.

Physical aggression/fighting with intent to cause bodily harm (Does not rise to the level of a substantial risk of death or serious physical injury)

Physical threats or verbal threats of violence

Provoking others to fight

Safety hazard

Sexual harassment

Sexually inappropriate behavior/contact

Smoking/Smokeless tobacco/Electronic Cigarettes (ACA 6-21-609)

Spitting (on others)

Stealing: Under \$500 in replacement value Throwing furniture/dangerous materials

Truancy/Skipping class or school

Walkouts or Boycotts

Willful destruction of school/other's property of less than \$500 in replacement value

Intensity III: Responses, Consequences, or Interventions Expected from the Administrator/School Problem Solving Team (All responses, consequences or interventions should include counseling (also see *Guidance below) with student

Guidance referral for counseling with school counselor and/or therapist

Parent/student/teacher conference

Parent/student/teacher/administrator conference to develop behavior plan

Phone contact and/or conference with parent

Sent to the office with a written report

Intensity III Consequences

1st Offense: In School Suspension (3 days)

2nd Offense: Out of School Suspension (3 Days)/ Referral Team Meeting

3rd Offense: Out of School Suspension (5 Days)/ Referral Team Meeting

Intensity IV – Inappropriate/Criminal Behaviors, Responses, Consequences and Interventions:

The Behaviors listed below are considered extremely serious violations of the student discipline policy. Where appropriate, referral to the appropriate legal authorities may be required by law.

Intensity IV Consequences

1st Offense: Mandatory Referral Team Meeting. Mandatory referral back to the student's local school district will be considered appropriate unless the referral team determines a reasonable cause for continuing to attend ASBVI. Due process procedures will be utilized in regards to decisions made. Legal authorities will be notified when necessary.

Infractions:

Alcohol/Illegal Drugs – Possessing, Selling, Purchasing or Using

In addition to warning students against having or using alcohol or illegal drugs at school, the school provides students information about the effects and dangers of alcohol and drug use and abuse.

Students shall not possess, sell, use transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana, counterfeit drugs (look-alike), alcohol or other intoxicants of any kind, or other controlled substances as defined in Act 590 of 1971, and as amended by subsequent enactments by the General Assembly of Arkansas including but not limited to the definition of counterfeit substances as defined in Act 787 of 1983 of the State of Arkansas.

Students shall not possess, sell, use, or transmit any type of drug, including PRESCRIPTION AND OVER-THE-COUNTER DRUGS, without permission of the proper school authorities and in accordance with the school's policy relative to medications and individual medicines.

Students shall not possess, sell, use, or transmit any type of drug paraphernalia or instruments of crime, including roach clips, pipes, rolling papers, etc.

(A.C.A 6-18-502, 6-17-113)

Arson

No student shall deliberately burn or attempt to burn school property.
(A.C.A. 6-18-502)

Assault/Battery on Staff

No student shall strike or attempt to strike a teacher or other school personnel. (A.C.A. 6-18-502, 6-17-113)

Student will be suspended immediately and recommended for referral back to the student's local school district.

Battery--Minor Physical Injury

A student will not threaten or attempt to cause injury or physical harm to another student, or any school employee, nor will a student strike or beat another student. (A.C.A. 6-18-502, 6-17-113)

Assault (simple) or Simple Terroristic Threat

A student shall not engage in conduct which creates a substantial risk of physical injury to another student or threaten another student, making that student fear imminent physical harm. Under Arkansas Law, a person commits this offense if: "With purpose of terrorizing another person, he threatens to cause physical injury or property damage to a teacher or other school employee acting in the line of duty..." This criminal offense is a Class D felony with up to six years in prison and/or a fine up to \$10,000.00. (Legal Reference, Ark. Code Ann. 5-13-204 through 207, 6-18-502, 6-17-113)

Assault with Substantial Risk of Death or Serious Physical Injury

A student shall not engage in conduct which creates a substantial danger of death or serious physical injury to another person. (A.C.A. 5-13-204 through 207, 6-18-502, 6-17-113).

Student will be suspended immediately and recommended for referral back to the student's local school district.

Bomb, Fire Alarm/Threat (false) :A student shall not threaten a fire, bombing or other catastrophe. (A.C.A. 5-71 – 210, 6-18-502, 6-17-113).

AN ACT MAKING THE ACT OF COMMUNICATING A FALSE ALARM TO AN EDUCATIONAL INSTITUTION IS A CLASS D FELONY

Section 1, Arkansas Code 5-71-210 is amended to read as follows:
5-71-210. Communicating a false alarm.

- A. A person commits the offense of communicating a false alarm if the person purposely initiates or circulates a report of a present, past, or impending bombing, fire, offense, catastrophe, or other emergency knowing that the report is false or baseless and knowing that it is likely:

- 1) to cause action of any sort by an official or volunteer agency organized to deal with emergencies; or
 - 2) to place any person in fear of physical injury to himself or herself or another person or of damage to his or her property or that of another person; or
 - 3) to cause total or partial evacuation of any occupied structure, vehicle, or vital public facility.
- (B)(1) Communicating a false alarm is a Class D felony if:
- (A) physical injury to a person results; or
 - (B) the false alarm communicates a present or impending bombing and is made to or about a public or private educational institution.
- (B)(2) Otherwise, communicating a false alarm is a Class A misdemeanor.

Criminal Mischief/Vandalism--Major Damage

No student shall purposely and without legal justification destroy or damage any property of another or that belonging to the school in excess of \$500 replacement value. [The parent/guardian shall be responsible for all damages to property caused by his/her child.] (A.C.A. 6-18-502, 6-17-113)

Death Threat -ARKANSAS LAW ESTABLISHING THE OFFENSE OF COMMUNICATING A DEATH THREAT CONCERNING A SCHOOL EMPLOYEE OR STUDENT (Act 1046 OF 2001)

Section 1. (a) A person commits the offense of communicating a death threat concerning a school employee or student if:

- (1) The person communicates to any other person a threat to cause the death of a school employee or student;
 - (2) The threat involves the use of a firearm or other deadly weapon;
 - (3) A reasonable person would believe the person making the threat intends to carry out the threat;
 - (4) The person making the threat purposely engaged in conduct that constitutes a substantial step in a course of conduct intended to culminate in the commission of the threatened act;
 - (5) There is a close temporal relationship between the threatened act and the substantial step.
- (b) Conduct is not substantial step under this section unless it is strongly corroborative of the person's criminal purpose.

(c) Communicating a death threat concerning a school employee or student is a Class D felony.

Section 2. For purpose of this act, "school" means any:

- (1) Elementary, junior high, or high school;
- (2) Technical institute or post-secondary vocational-technical school; or
- (3) Two (2) or (4) year college or university.

Disorderly Conduct

No student shall engage in inappropriate behavior that substantially disrupts or interferes with, or is likely to disrupt or interfere with, any school function, activity or school program. Such behavior includes, but is not limited to, fighting, threats, excessive noise, abusive language, obscene gestures, exposing private parts, disrupting lawful assembly of persons. (A.C.A. 5-71-207, Disorderly conduct—Class "C" Misdemeanor)

Extortion/Bribery

No student will obtain or attempt to obtain something of value from another person either by physical force or by threat (illegal acts). (A.C.A. 6-17-113, 6-18-502)

False Emergency Alarm

A student shall not circulate a story of a fire, bombing, bomb threat or other catastrophe when that student knows the story to be untrue. If injury results to any person as a result of the false alarm, the student will be reported to law enforcement agencies. (A.C.A. 6-18-502, 6-17-113)

Felony Theft--Student Property

Students shall not take the property of another person or be in possession of property belonging to another person without that person's permission. If a student steals or is in possession of property belonging to another person worth \$500 or more, that student has committed a Level III offense. (A.C.A. 6-18-502, 6-17-113) Parents must make restitution.

Felony Theft--School Property

A student shall not take possession of property that belongs to the school without permission. If a student takes or is in possession of school property worth \$500 or more parents will make restitution (A.C.A. 6-18-502, 6-17-113)

Firearms/Weapons - Possession and/or Use of Firearms/Weapons

No student shall possess, use, threaten to use, or otherwise be involved with any firearm/handgun, weapon, facsimile weapon, or any other instrument that is capable of inflicting physical injury or death. Weapons prohibited by law upon any school property, in or upon any school bus, at designated bus stops, or at any school-related event include, but are not limited to: any firearm/handgun (whether loaded or unloaded), knife, razor, ice pick, dirk, brass or metal knuckle, martial arts implement, box cutter, BB gun, pellet gun, pump gun, blackjack, sword, spear in a cane, Billy club, sap, rifle, shotgun, machine gun, bomb, grenade, booby trap, explosive device, or any other implement designed, made, or adapted for the purpose of inflicting physical injury or death., (Gun-Free Schools Act of 1994; Act of 567 of 1995, A.C.A. 5-27-206, 6-17-113, 6-18-502, 6-18-507)

Fireworks - Possession of Fireworks

No student shall possess, use or threaten to use any fireworks.

Indecent Exposure

Students shall not expose their sex organs in a public place or in public view or under circumstances knowing the conduct is likely to cause affront or alarm. (A.C.A. 5-14-112, Indecent exposure, "A" Misdemeanor) **Note:** Exposing private parts as disorderly conduct.

Loitering by Suspended Student

Student asked to leave campus/police called.

Robbery

Students shall not take property belonging to another person or the school by force, threat of force or with the use of a deadly weapon. (A.C.A. 5-12-102; 5-12-103)

Sexual Abuse or Rape

Students shall not engage in **sexual contact** with another person by forcible compulsion or engage in sexual contact with another person who is incapable of consent because he is physically/mentally helpless; nor shall students engage in **sexual intercourse** or **deviant sexual activity** with another person by forcible compulsion or with another person who is incapable of consent because he is physically/mentally helpless. (A.C.A. 5-14-111 Sexual Abuse-1st degree-C felony; 5-14-103 Rape-Y felony)

Terroristic Threatening--Threats of Serious Physical Injury or Property Damage/Threats to Teachers/Staff

Students shall not, with the purpose of terrorizing another person, threaten to cause death or serious physical injury or substantial property damage to another person or threaten physical injury to students, or school employees. (A.C.A. 5-17-101, 6-17-113, 6-18-507). Criminal offense is a Class "D" felony punishable with six (6) years in prison and/or \$10,000.00 fine.

Persistent Disregard for School Rules

Any student who persists in misconduct after the school has documented reasonable efforts to secure their adherence to established rules, will meet with the referral team in order to determine continued enrollment at ASBVI.

Behavior Not Covered Above

The Arkansas School for the Blind and Visually Impaired reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the school even though such behavior is not specified in the preceding written rules. The Arkansas School for the Blind and Visually Impaired will follow ACT

1029 as indicated by the Arkansas Department of Education. This will include any subsequent documentation or rules related to this policy.

BULLYING POLICY

- A. Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs his/her of their dignity, detracts from the safe environment necessary to promote student learning and will not be tolerated by the Board. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off the school property at a school sponsored function, activity, or event; or going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.
- B. 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 creates a power imbalance, either real or perceived. Bullying can be verbal, social, and/or physical and creates a clear and present danger of:
1. Physical harm to a public school employee or student or damage to the public school employee's or student's property;
 2. Substantial interference with a student's education or with a public school employee's role in education;
 3. 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
 4. 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:

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

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

1. Sarcastic "compliments" about another student's personal appearance.
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 personal characteristics.
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 students(s), possessions or others.
11. Electronic forms of bullying (Cyber-bullying) which include, but are not limited to email, text messaging, blogging, etc.

12. Sexual harassment, as governed by intensity level 4 behaviors is also a form of bullying,
 13. 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”).
- D. 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.
- E. 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.
- F. Students found to be in violation of this policy shall be subject to disciplinary action up to and including referral back to the student’s local school district. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook, which may have simultaneously occurred.
- G. Notice of what constitutes bullying, the school’s prohibition against bullying, and the consequences to 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.

A complete policy is available upon request from the principal’s office.
Legal Reference: A.C.A. § 6-18-514

Bullying Consequences: If the preponderance of evidence suggests bullying has occurred, the following consequences will be applied

1st Offense: Mandatory sensitivity training with the School LCSW (minimum 10 sessions)

2nd Offense: Mandatory referral team meeting

CELL PHONES

A. Use and misuse of cell phones has become a serious problem that threatens the ability of the school to properly and efficiently operate its educational program. The School Board believes it is necessary to restrict student use and possession of cell phones, other electronic communication devices, cameras, MP 3 players, I-pods, headphones, and other portable music devices so that the opportunity for learning in the school may be enhanced.

At the same time, cell phones and other electronic communication devices can, in controlled situations, offer a means to enhance student learning through their ability to access expanded sources of information. Teachers have the authority to permit student use of their cell phones for specific classroom lesson plans or projects. Students must abide by the guidelines the teacher gives for any such authorization. Students who fail to do so will be subject to the provisions of this policy governing misuse of cell phones.

B. For the purpose of this policy, the use of a cell phone or other communication device includes any incoming call, text message, message waiting, or any other audible sound coming from the phone or device.

C. The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing technology equipment.

D. Unless otherwise permitted in this policy, from the time of the first bell until after the last bell, students are forbidden from having cell phones, any paging device, beeper, headphones, or similar electronic

communication devices unless permitted by the student's IEP. Such devices may be stored in the principal's office or in the student's locker so long as they are in a silent mode of operation. Exceptions may be made by the building principal or his/her designee for educational, health, teacher permitted activity, or other compelling reasons.

E. Before and after normal school hours, possession of cell phones, any paging device, beeper (or similar electronic communication devices), cameras, MP 3 players, I-pods, headphones and other portable music devices are 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.

F. Students using or possessing, cell phones or other electronic communication devices, cameras, as well as MP 3 players, I-pods, and other portable music devices after the first bell and before the last bell shall have them confiscated. Confiscated cell phones and other electronic communication devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated.

G. Students who use a school issued cell phone and/or computers for non-school purposes, except as permitted by the School's Internet/computer use policy, shall be subject to discipline, up to and including suspension or referral back to the student's local school district.

CONSEQUENCES: (Offenses reset at the end of each 9 weeks period.)

1st Offense: Confiscation of phone to be returned at the **end of the school day.**

2nd Offense: Confiscation of phone to be returned after **five (5) school days** or retrieved by a parent.

3rd Offense: Confiscation of phone to be returned after **five (5) school days and one (1) day of in-school suspension.**

Legal Reference: A.C.A. § 6-18-502 (b)(3)(D)(ii)

CONDUCT TO AND FROM SCHOOL

- A. 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.

- B. The preceding paragraph also applies to student conduct while on school buses. 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 may include suspension or referral back to the student's local school district, or suspending or terminating the student's transportation privileges. Transporting students to and from school who have lost their transportation privileges shall become the responsibility of the student's parent or legal guardian.

DRESS CODE

The general climate of any school is reflected by the dress, grooming and manners of the students; therefore, students are expected to wear appropriate clothing and to present a neat appearance at all time.

The Arkansas School for the Blind and Visually Impaired Board of Trustees 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.

Every student will be assured of the protected right to dress and groom according to personal preference as long as the student's dress and grooming is not disruptive to the educational process, or special occasions and does not constitute a threat to the safety and health of self or others, and is not in violation of an applicable law, statute or ordinance. Student

dress which brings undue attention to the wearer is a disruption of the educational process.

Students, with the help and approval of parents/dorm parents, know what acceptable attire for school activities is; moderation in type and style should be the basic standard. The following items of appearance and wearing apparel will not be permitted on campus:

bare feet	bare midriffs	revealing clothes
tank/muscle tops	short shorts	mesh shirts
boxer shorts	strapless tops	see-through apparel
Spandex shorts	gang symbols	sagging pants/bottoms

*clothing printed with obscenities or profanity, or that depicts or promotes illegal activities, racism, violence, etc.

*apparel that presents concerns regarding safety or health issues, including, but not limited to, chains, studded bracelets or dog collars.

*form fitting clothing that does not appropriately cover the student

Any clothing or accessories that the staff identifies as being "gang affiliated" is prohibited.

ASBVI Standards of Dress for Senior Assembly and Commencement

Students representing ASBVI during events on or off campus will dress appropriately. Appropriate clothing will be determined and explained by chaperons of the event.

Student Attire for Graduating Seniors

Seniors will wear clothes appropriate for these solemn and dignified occasions. Semi-formal, business or "dressy" attire is expected. Dress shoes will be worn.

Seniors will not wear athletic shoes, jeans, shorts, t-shirts, athletic apparel, etc. Students are to wear only caps and gowns issued by the ASBVI-approved vendor. Regalia is to be worn as it is designed to be worn. (caps on top of head, etc.) No adornments other than school-issued collars and cords are to be worn on or with caps and gowns.

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

Students who dress inappropriately or contrary to the dress code will be asked to change clothes. Disciplinary action may occur if grooming or dress violations continue.

SEXUAL HARASSMENT

The Arkansas School for the Blind and Visually Impaired 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 referral back to the local school district.

Individuals that withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including referral back to the student's local school district.

Legal References: Title IX of the Education Amendments of 1972, 20 USC 1681, et seq. A.C.A. § 6-15-1005 (b) (1)

SUSPENSION FROM SCHOOL

- A. 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 School Board authorizes school principals or their designees to out of school 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, without a manifestation determination review. Students may be given in-school suspensions for lesser infractions of the Student Handbook. Students are responsible for their conduct that occurs at any time on the school grounds, off school grounds at a school-sponsored function, activity, or event, and going to and from school or a school activity. A student may be suspended for behavior including, but not limited to, that which:
1. Is in violation of school policies, rules, or regulations.
 2. Substantially interferes with the safe and orderly educational environment.
 3. School administrators believe will result in the substantial interference with the safe and orderly educational environment.
 4. Is insubordinate, incorrigible, violent or involves moral turpitude
- E. The school principal, Dean of Students, 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.
- C. When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s) or legal guardian(s) prior to the suspension. Such notice shall be handed to the parent(s) or legal guardian(s) or mailed to the last address reflected in the records of the school.
- D. Generally, the 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.
- E. It is the parents' or legal guardians' responsibility to provide current contact information to the school 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:
1. A primary call number
 2. The contact may be by voice, voice mail, or text message
 3. An email address
 4. A regular first class letter to the last known mailing address
- F. The school shall keep a log of contacts attempted and made to the parent or legal guardian.
- G. Out-of-school suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board. In-school suspensions initiated by the principal or his/her designee may NOT be appealed to the Superintendent or the School Board.
- H. Suspensions initiated by the Superintendent may be appealed to the School Board.

- I. Students that receive an Out-of-School Suspension or have accumulated more than six (6) days of In-school suspension may not be eligible for field trips, school dances, exemptions from school, etc.

Search, Seizure, and Interrogation

ASBVI respects the rights of its students against arbitrary intrusion of their persons 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 School 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, vehicles, 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 loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

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

Student Services - V

SPECIAL SERVICES

- A. Many special services are available to assist your child. Some of the services available include:

Library/Media Center	Guidance Counselor
Gifted and Talented Program	Adaptive Physical
Education	
Daily Living Skills instruction	Special Education Services
24 Hour Infirmary/ School Nurse	Food services
Orientation and Mobility services	Braille Instruction
Speech Therapy	Occupational Therapy
Physical Therapy	Adaptive Technology
Licensed Master Social Worker	Expanded Core Curriculum
Residential Life	

FOOD SERVICE

- A. It is the policy of the Arkansas School for the Blind and Visually Impaired to provide free meals to all students. For the school to be reimbursed for these meals those students meeting the eligibility requirements as set by the State Department of Education and the U.S. Department of Agriculture for Free or Reduced price lunches must fill out forms provided by the school to determine eligibility.

- H. Parents have the right to send food items to school for their child's individual consumption to eat during the school's designated time to eat breakfast and lunch.

STUDENT SERVICES

Library Services:

The school library is available for the use of students and staff. Books may be checked out for 2 weeks and may be renewed for 1 additional 2 week period. No more than 3 titles should be checked out at one time. Library

books may be taken off campus by day students only. No books are to be taken home by students living on campus without special permission from the librarian. If a book is lost or not returned, parents will be responsible for payment.

Licensed Master Social Worker:

The school social worker provides a variety of services to students and families. Some examples include: conducting bio-psychosocial assessments, crisis intervention, individual, small group and family counseling, mediation, home/school/community liaison, advocacy, case management, intervention planning/development, outside agency liaison, parent education, prevention/social skills education, referrals, staff development, system support etc. The school social worker is able to mobilize family, school and community resources to enable the child to learn as effectively as possible in his/her educational program. Students may be referred for services by self, teacher, administrator, parent and School Counselor.

Student Financial Accounts:

Parents are encouraged to deposit \$10.00 into the student's personal account at the beginning of the school year. This account will be kept in the main office and will be used for the student's personal needs and activities as well as emergency purposes and should be maintained throughout the year. Parents may deposit additional money in this account to assist in meeting their child's needs; however it is suggested that students not carry more than \$5.00 at any time due to the possibility of loss or theft.

Parents are also responsible for providing spending money and personal supplies for their child. The houseparent will be glad to keep this for your child, and if parents so desire, the school will be glad to work out an "allowance" system for the student.

Student Insurance:

An accident insurance policy is offered to all students at the beginning of the school year on a voluntary basis. Parents may choose school day coverage or 24 hour coverage. Expenses above and beyond either policy covered by the student accident insurance will be assumed by the parents.

Students who participate in Athletics, including cheerleaders, must have some type of insurance/medical coverage.

Student Support Services:

A variety of professionals are employed by the Arkansas School for the Blind and Visually Impaired to provide support services to students. These include a licensed Psychological Examiner, licensed Guidance Counselor, Licensed Masters Social Worker, Speech Therapist, Occupational Therapist, Physical Therapist, Low Vision Specialist, and Orientation and Mobility Specialists.

STUDENT VEHICLE POLICY

Students enrolled at the Arkansas School for the Blind and Visually Impaired may not have or operate motor vehicles on school property.

Students' who have sufficient vision in order to obtain a valid Arkansas Driver's License, will receive further vision testing to ensure that their visual impairment continues to meet the criteria for enrollment at the Arkansas School for the Blind and Visually Impaired.

Section VI – Health Services

STUDENT HEALTH SERVICES

- A. The school shall provide a health service program under the direction of a licensed nurse. The program shall include screening, referral and follow-up procedures for all students. Facilities, equipment and materials necessary for the operation of the program shall be provided. Current health appraisal records for all students will be maintained in accordance with guidelines provided by the Arkansas Department of Education and the Arkansas Department of Health.
- B. The Arkansas School for the Blind and Visually Impaired will take proper measures to ensure the safety of all students and protect those students against injuries which may occur in or on the school facilities or site.

COMMUNICABLE DISEASES AND PARASITES

- A. Students with communicable diseases or with parasites shall demonstrate respect for other students by not attending school while they are contagious. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.
- B. The parents or legal guardians of students found to have live lice or nits will be asked to pick their child up at school or treated at the Infirmary. The parents or legal guardians will be given information concerning the eradication and control of head lice. Before students may be readmitted following an absence due to head lice, the school nurse or designee shall examine the student to make sure they are free of any lice or nits.
- C. Each school may conduct screenings for students for head lice as needed. The screenings shall be conducted in a manner that respects the confidentiality of each student.

HEALTH AND WELLNESS POLICIES AND PROCEDURES

The Arkansas School for the Blind and Visually Impaired provides an Infirmary licensed by the Arkansas Department of Health and will adhere to the Arkansas Department of Health Policies and Procedures relating to the prevention of and response to infectious/communicable diseases. Students are not allowed to attend school during the period of communicability as established by the Arkansas Department of Health. The student's return to school is determined by the Health Department guidelines or written statement from the physician.

The staff has a responsibility to advise the principal and school nurse when a student is suspected of having a communicable disease. The principal or designee will annually review with the staff the procedures to be used for handling a student who is suspected of having a communicable disease. The principal has the final responsibility for exclusion from school of a student with a communicable disease. The school physician, school nurse and Coordinator of Health Services serve in an advisory capacity to the principal on health related issues.

Student health information is confidential. However, in connection with an emergency, personally identifiable information from a student's health record may be disclosed to appropriate parents to protect the health and safety of the student or other individuals.

Adopted: May 2002

Legal References: Family Educational Rights, Privacy Act of 1974 and Buckley Amendment

Cross References: Arkansas Department of Health Policies and Procedures

Communicable Diseases:

Should a student become ill while at home, medical attention should be sought. A child should **never** return to school under the following conditions:

1. Fever of 99 degrees or above (a child must be free of fever for 24 hours before returning to school).

2. Any infectious or contagious disease such as scabies, chickenpox, etc.
3. Nausea or vomiting
4. Diarrhea
5. Earache
6. Flu
7. The presence of head lice (hair must be shampooed with Rid or Nix - Shampoo before returning to school and a proof of treatment [box lid, receipt, etc.] must accompany the child on his return to school).

Should a student return to school with any of the above symptoms, **the child will be held in the Infirmary and the parent will be called and expected to come to the school to take the student home.**

Injuries/illnesses at School:

Although the school infirmary is not a hospital, it is designed to give immediate medical care to all students. A nurse is on duty 24 hours per day (4:00 p.m. on Sunday until 4:30 p.m. on Friday) when students are on campus. A school doctor makes visits to the school twice a week and is on call in emergency situations.

When a student is injured at school, or must be admitted to the Infirmary due to illness, the parent will be called immediately. In the case of an emergency, the student will be taken to Arkansas Children's Hospital unless otherwise specified by the parent. If contact with the parent cannot be made, the Superintendent and the nurse on duty will do what is expedient and safe for the student. **It is extremely important for parents to update all telephone numbers including emergency numbers should a crisis situation arise.** Medication costs and costs accrued outside of the school infirmary are the responsibility of the parent.

Medication:

A written doctor's prescription as well as written parental consent is required for the school to administer any medication. All medication, including non-prescription drugs, must be kept in the Infirmary and administered by the Nurse or designated personnel. Students may not

keep medications in their backpacks, purses, school desks, dormitory rooms, etc.

Parents should purchase all medications at home and take immediately to the Infirmary (inside the containers in which they were prescribed) upon arrival on campus. Parents are requested to obtain needed medical care for their children and to see that reports are sent to the school infirmary, the child's principal and Special Education Designee (Tyrone Williams) on a regular basis. Parents should plan to accompany their child to medical appointments. Upon the students return to school, parents/guardians must bring the discharge plans or copies of the Dr.'s exams with the student. In any instances, bills will be sent directly to parents, and prompt payment will be appreciated in order to maintain a good working relationship with area clinics and to aid in providing thorough medical care for all students. Parents of students covered by Medicaid or insurance should send a copy of the current Medicaid or Insurance card in order to insure proper billing.

ILLNESS / ACCIDENT

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee, or school nurse will attempt to notify the student's parent or legal guardian. The student will remain in the school's infirmary 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.

KINDERGARTEN THROUGH GRADE 12 IMMUNIZATION REQUIREMENTS

Arkansas School for the Blind and Visually Impaired will adhere to the rules of the ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING KINDERGARTEN THROUGH 12TH GRADE IMMUNIZATION REQUIREMENTS IN ARKANSAS PUBLIC SCHOOLS. Emergency Adoption March 2015. The rules are as listed below;

ADE 302-1 ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING KINDERGARTEN THROUGH 12TH GRADE IMMUNIZATION REQUIREMENTS IN ARKANSAS PUBLIC SCHOOLS Emergency Adoption March 2015

1.0 PURPOSE

1.01 The purpose of these rules is to establish the requirements and procedures for governing Kindergarten through 12th grade immunization requirements in Arkansas Public Schools.

1.02 Immunizations against poliomyelitis, diphtheria, tetanus, pertussis, red (Rubella) measles, mumps, rubella, varicella (chickenpox), *haemophilus influenza* type b, hepatitis B, hepatitis A, meningococcal, and pneumococcal, and other communicable diseases have resulted in a dramatic decrease in the incidence of these diseases in Arkansas. However, these diseases continue to occur in childcare facilities, schools, and colleges and universities. A requirement that children and students furnish proof that they have immunity against certain communicable diseases will reduce the potential for an outbreak of these diseases.

2.0 REGULATORY AUTHORITY

2.01 The following Rules governing Kindergarten through 12th grade immunization requirements in Arkansas Public Schools are duly adopted and promulgated by the Arkansas State Board of Education pursuant to the authority expressly conferred by the laws of the State of Arkansas including, without limitation, Ark. Code Ann. § 20-7-109, Ark. Code Ann. § 6-18-702, Ark. Code Ann. §§ 6-60-501– 504, and Ark. Code Ann. § 20-78-206.

3.0 REQUIREMENTS

3.01 Except as otherwise provided in these rules, no child shall be admitted to a public school of this state who has not been immunized against poliomyelitis, diphtheria, tetanus, pertussis, red (rubella) measles, rubella, mumps, hepatitis B, hepatitis A, meningococcal disease and varicella (chickenpox) (See Table I.), as evidenced by an immunization record from a licensed physician or a public health department acknowledging the immunization.

3.02 The requirements for entry into school are:

3.02.1 Kindergarten: At least four doses of Diphtheria/Tetanus/Acellular Pertussis (DTaP), Diphtheria/Tetanus/Pertussis (DTP), or Diphtheria/Tetanus (DT pediatric) vaccine; at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine; three doses of Hepatitis B vaccine; one dose of Hepatitis A; and two doses of Varicella (chickenpox) vaccine. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted (See Table I). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

3.02.2 1st through 12th grade: At least three or four doses of Diphtheria/Tetanus/Acellular Pertussis (D-TaP), Diphtheria/Tetanus/Pertussis (DTP), Diphtheria/ Tetanus (DT-pediatric), Tetanus/Diphtheria (Td-adult) or Tetanus/Diphtheria/ Acellular Pertussis (T-dap) and one dose of T-dap for ages 11 years (as of September 1st each year) and older or 3 doses for unvaccinated persons 7 years of age or older (including persons who cannot document prior vaccination); at least three doses of Polio vaccine; two doses of MMR (measles, mumps, and rubella) vaccine, two or three doses of Hepatitis B vaccine; one dose of Hepatitis A for First Grade; two doses of varicella vaccine; and one or two doses of Meningococcal vaccine with one dose for 7th grade and a second dose of Meningococcal vaccine at age 16 years (as of September 1st each year). However, if the first dose of

Meningococcal vaccine is administered at age 16 years or older, no second dose is required; or if not vaccinated prior to age 16 years, one dose is required. A medical professional's [medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA)] history of disease may be accepted in lieu of receiving Varicella vaccine. No self or parental history of varicella disease will be accepted. (See Table I). Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

3.02.3 7th grade: In addition to the vaccines requirements listed under 1st through 12th grade, one dose of Meningococcal vaccine (See Table I.)

3.03 Every child must have received all of the vaccines, be in-process of receiving needed doses listed in Table 1, show proof that they have a letter from the Arkansas Department of Health approving serology as proof of immunity, or applied for an exemption for those vaccines he or she has not received in order to continue attendance in a public school. If the child does not meet the immunization requirements for entering a public school, refer the child to a medical authority (private doctor or health department) for immunization or consultation.

3.04 A facility may temporarily admit a child provided that the child becomes appropriately immunized, is in-process of receiving the needed doses of vaccine, or shows proof that they have applied for an exemption for those vaccines he/she has not received within thirty (30) calendar days after the child's original admission or by October 1st for T-dap and Meningococcal at age 11 and 16 years respectively. "In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional doses. When a student is admitted who is in the process of completing the required minimum immunizations, the facility shall require each student to complete the required doses on schedule. A written statement from a public health nurse or private physician stating that the student is in process and containing a date when he/she must return for the next immunization shall be in the student's file. If a student does not produce documentation of additional immunizations per the schedule or show proof that they have applied for an exemption from the immunization requirements, they must be excluded from the facility until documentation is provided. The

immunization series does not need to be restarted as each dose of vaccine counts toward the minimum requirements.

3.05 School officials should evaluate the immunization status of all children in their facilities. Table I is used to determine if the child meets the immunization requirements to enter school.

3.06 School boards, superintendents, and principals shall be responsible for enforcing immunization requirements with respect to kindergarten through grade 12 (K-12) within public schools.

4.0 DOCUMENTATION FOR IMMUNIZATION OR PROOF OF IMMUNITY

4.01 The following documentation of immunizations is required:

4.01.1 Immunization records may be stored on a computer database, such as the Arkansas Public School Computer Network (APSCN). A copy of the original source document or a copy from the immunization provider's medical record shall be placed in a permanent file. The immunization record printed off the statewide immunization registry with the Official Seal of the State of Arkansas is considered an official immunization record and is approved for placement in a permanent file as source documentation. It shall be the responsibility of the entity to maintain a list of individuals not appropriately immunized and a list of individuals with medical, religious or philosophical exemptions.

4.01.2 The only proof of immunizations to be accepted shall be an immunization record provided by a licensed physician, health department, military service, or an official record from another educational institution in Arkansas, acknowledging the same, stating the vaccine type and dates of vaccine administration must be provided and entered on the school record. Terms such as "up-to-date", "complete", "adequate", etc. are not to be accepted as proof of immunization.

4.02 The following documentation for proof of immunity is required:

4.02.1 Serologic testing is only applicable to Hepatitis B virus, Measles, Mumps, Rubella and Varicella. Any individual who has immunity to Hepatitis B, Measles, Mumps, Rubella and/or Varicella as documented by appropriate serological testing shall not be required to have the vaccine for

that disease.

4.02.2 A copy of the serological test should be submitted to the Arkansas Department of Health, Immunization Section, along with a letter requesting that the serological test be accepted as proof of immunity in lieu of receiving vaccine for the disease indicated on the serological test. After review by the Medical Director, Immunization Section, a letter indicating approval or denial will be sent to the individual, parent, or guardian and it will be that person's responsibility for informing the school. For approvals, annual approval is not required and a copy of the letter should be placed in the student's permanent file. For denials, the student must receive the required immunization or request an exemption.

4.03 An individual who has lost his/her immunization records or whose serology test results are unavailable shall be properly immunized for those diseases or will be required to show proof that they have applied for an exemption for those vaccines he/she has not received.

5.0 EXEMPTIONS

5.01 General Requirements

5.01.1 Exemptions shall be granted only by the Department of Health.

5.01.2 Individuals shall complete an annual application for medical, religious, and philosophical exemptions.

5.01.3 A notarized statement by the individual requesting the exemption must accompany the application.

5.01.4 All individuals requesting an exemption must complete an educational component developed by the Department of Health that includes information on the risks and benefits of vaccinations.

5.01.5 All individuals must sign an "informed consent" form provided by the Department of Health that includes:

5.01.5.1 A statement of refusal to vaccinate;

5.01.5.2 A statement of understanding that at the discretion of the Department of Health the non-immunized child or individual may be removed from the applicable facility (for 21 days or longer) during an outbreak if the child or individual is not fully vaccinated; and

5.01.5.3 A statement of understanding that the child or individual shall not return to the applicable facility until the outbreak has been resolved and the Department of Health approves the return.

5.02 Medical Exemptions

5.02.1 Only a letter issued by the Medical Director, Immunization Section of the Arkansas Department of Health, stating the vaccine or vaccines for which a child/student is exempt is to be accepted as a valid medical exemption by the school. Statements from private physicians are not to be accepted by the school without this letter. In addition to the general requirements found in section 5.01, the Immunization Section's standard form for medical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section of the Department of Health upon request.

5.03 Religious Exemptions

5.03.4 In addition to the general requirements found in section 5.01, the Department of Health, Immunization Section's standard form for religious exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

5.04 Philosophical Exemptions

5.04.1 In addition to the general requirements found in section 5.01, the Department of Health Immunization Section's standard form for philosophical exemptions must be submitted to the Immunization Section. This form is available from the Immunization Section upon request.

6.0 EXCLUSION FROM FACILITIES

6.01 Public Schools

6.01.1 Each facility must maintain an accurate and current list of all exempt and deficient individuals. Individuals who are exempt or deficient (except those who have had the disease as verified by appropriate serological testing) will be excluded from the facility if the Department of Health determines that a possibility of disease transmission exists. The exempt or deficient child or individual shall not return to the facility (for 21 days or longer) until the possibility of disease transmission has been controlled and the Department of Health approves the return.

6.01.2 If a child is excluded from a facility pursuant to Section 6.01.1 of these rules, he or she shall not be dismissed or dropped from the attendance records of the school, school district, or open-enrollment charter school in accordance with Ark. Code Ann. § 6-18-213(f).

6.01.2.1 Absences accrued due to exclusion from a facility pursuant to Section 6.01.1 of these rules shall be counted as excused or unexcused in accordance with the attendance policy of the school, school district, or open-enrollment charter school.

7.0 REPORTING REQUIREMENTS

7.01 In order to identify areas where additional emphasis is needed and to measure levels of immunization compliance, the Arkansas Department of Health will conduct annual assessments in schools. The entity's cooperation in completing these surveys and audits is required.

**TABLE I
KINDERGARTEN THROUGH GRADE TWELVE IMMUNIZATION
REQUIREMENTS***

Vaccine ▶ ----- Grade ▼	Diphtheria, Tetanus, Pertussis(DTP / DT /Td /DTaP/Tdap)	Polio (OPV – Oral Or IPV – Inactivated)	MMR**** * (Measles , Mumps, And Rubella)	Hep. B	Meningococcal (MCV4)	Varicella	Hepatitis A
Kindergarten	4 doses (with 1 dose on or after 4th birthday)	3 doses (with 1 dose on or after 4th	2 doses (with dose 1 on or after	3 doses	None	2 doses (with dose 1 on or after 1st birthday and dose	1 dose on or after 1st birthda y

birthday) with a min. interval of 6 months between the 2nd and 3rd dose

1st birthday and dose 2 at least 28 days after dose 1)

OR

4 doses with 1 dose on or after 4th birthday and a min. interval of 6 months between the 3rd and 4th dose.

2 at least 28 days after dose 1)

.....

A medical professional history of disease will be accepted in lieu of vaccine.

**Grade
s 1-
12**

4 doses (with 1 dose on or after 4th birthday)

AND

1 dose of Tdap for ages 11 years (as of September 1st each year and older.

OR
3 doses ***** for

3 doses (with 1 dose on or after 4th birthday)

with a min. interval of 6 months between the 2nd and 3rd Dose

2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose

2** or 3*** doses (11-15 Year olds Could be on a 2-dose schedule)

Second dose at age 16 years (as of September 1st each year) with a min. interval of 8 weeks since 1st dose
OR
1 dose if not vaccinated prior to age 16 years (If first dose is

2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)
OR
*****A medical professional history of

Grade 1 only:
1 dose on or after 4th birthday

	persons 7 years of age or older who are not fully vaccinated (including persons who cannot document prior vaccination)	OR 4 doses with 1 dose on or after 4th birthday and a min. interval of 6 months between the 3rd and 4th dose.	1)		administered at age 16 years or older, no second dose is required.)	disease may be accepted in lieu of receiving vaccine.	
Grade 7	4 doses (with 1 dose on or after 4th birthday) and 1 dose of Tdap**** OR 3 doses*** for persons 7 years of age or older who are not fully immunized (including persons who cannot document prior vaccination)	3 doses (with 1 dose on or after 4th birthday with a min. interval of 6 months between the 2nd and 3rd dose) OR 4 doses with 1 dose on or after 4th birthday and a min. interval of 6 months between	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1)	2** or 3*** doses (11-15 year olds could be on a 2-dose schedule)	1 dose	2 doses (with dose 1 on or after 1st birthday and dose 2 at least 28 days after dose 1) OR *****A medical professional history of disease may be accepted in lieu of receiving vaccine.	<u>None</u>

3rd and
4th
dose.

*Doses of vaccine required for school entry may be less than the number of doses required for age-appropriate immunization.

**An alternative two-dose hepatitis B schedule for 11-15 year-old children may be substituted for the three-dose schedule. Only a FDA-approved alternative regimen vaccine for the two-dose series may be used to meet this requirement. If you are unsure if a particular child's two-dose schedule is acceptable, please contact the Immunization Section for assistance at 501-661-2169.

*** 3rd dose of hepatitis B should be given at least 8 weeks after the 2nd dose, at least 16 weeks after the 1st dose, and it should not be administered before the child is 24 weeks (168 days) of age. (All 3rd doses of hepatitis B vaccine given earlier than 6 months of age before 6/21/96 are valid doses and should be counted as valid until 6/21/2014.)

**** Tdap vaccine can be administered regardless of the interval since the last tetanus and diphtheria toxoid-containing vaccine.

***** Exception: If a student has previously received two doses of measles, one dose of mumps and one dose of rubella before January 1, 2010, the doses will be accepted as compliant to immunization requirements and 2 MMRs are not required.

***** A medical professional is a medical doctor (MD), advanced practice nurse (APN), doctor of osteopathy (DO), or physician assistant (PA). **No self or parental history of disease will be accepted.**

***** For unvaccinated persons 7 years of age and older (including persons who cannot document prior vaccination), the primary series is 3 doses. The first two doses should be separated by at least 4 weeks, and the third dose at least 6 months after the second. One of these doses (preferably the first) should be administered as T-dap and the remaining two doses administered as Td.

Vaccine doses administered up to 4 days before the minimum interval for age can be counted as valid for doses already administered. Exception: the

minimum interval between doses of live vaccines (such as MMR and Varicella) must be 28 days.

If the child does not meet the immunization requirements for entering school, the school shall refer the child to a medical authority (private doctor or health department) for immunization or consultation for when the immunization is due.

Whereas, Ark. Code Ann. § 6-18-702 requires the Arkansas State Board of Education and the Arkansas State Board of Health to promulgate rules establishing immunization requirements for students in grades nine through twelve.

Whereas, the Arkansas Department of Health made changes to the immunization requirements for kindergarten through twelfth grade which necessitate changes to the Arkansas Department of Education rules in order to avoid confusion as to what rules are controlling.

THEREFORE, the State Board of Education hereby determines pursuant to Ark. Code Ann. § 25-15-204 that immediate peril to the welfare of Arkansas public schools and students will result without the immediate promulgation of these rules.

MEDICATIONS

- A. 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.
- B. Unless authorized to self-administer (certain medications approved by the doctor and the school nurse), students are not allowed to carry any medications while at school. The parent or legal guardian shall bring the student's medication to the nurse, or in the absence of the nurse, to the principal's office. 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.

- C. Students who have written permission from their parent/guardian and a licensed health care practitioner and the school nurse to self-administer either an asthma inhaler or auto-injectable epinephrine, or both and have a current consent form on file shall be allowed to carry and self-administer such medication while in school or at an on-site school sponsored activity. Students are prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The parent/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. Any time the student uses self-medicated medications, they are to tell the staff to notify the nursing staff immediately for the proper documentation.
- D. Nonprescription medications may be given to students upon the decision of the principal or the nurse or their designee(s). Such medications must be in the original container, clearly labeled and accompanied by a written authorization form signed by the parents or legal guardians that includes the student's name, the name of the medication, the dosage and instructions for the administration of the medication (including times).
- E. The school shall not keep outdated medications or any medications past the end of the school year. Medications not picked up by the parents or legal guardians within a ten (10) day period shall be destroyed by the nurse with a witness present.

SUNSCREEN

(HB 1167) AN ACT CONCERNING THE USE OF SUNSCREEN; TO PROTECT 10 THE SKIN HEALTH OF THE STUDENTS OF ARKANSAS 6-18-714.

Use of sunscreen; 4 (a) A student may possess and use a topical sunscreen to avoid 5 overexposure to the sun without written authorization

from a parent, legal guardian, or healthcare professional while on school property or at a school related event or activity if the sunscreen is approved by the United States Food and Drug Administration for over-the-counter use. (b) A member of school personnel may assist a student in the application of sunscreen with the permission of a parent or guardian. (9)(A) Sunscreen is categorized as an over-the-counter drug by the United States Food and Drug Administration.

PHYSICAL EXAMINATIONS OR SCREENINGS

- A. The Arkansas School for the Blind and Visually Impaired may provide from time to time for the administration of physical exams, screenings, or Body Mass Index testing of its students. The intent of the exams or screenings shall be to detect contagious or infectious diseases or defects in hearing, vision, scoliosis or other elements of health that would adversely affect the student's ability to achieve to their full potential.
- B. The school shall notify parents, at least annually, of the specific or approximate dates of any non-emergency, physical examination or screening that is:
 - 1. Required as a condition of attendance.
 - 2. Administered by the school and scheduled by the school in advance.
 - 3. Not necessary to protect the immediate health and safety of the student, or of other students.
- C. 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 the form provided or by providing certification from a physician that he/she has recently examined the student.
- D. A student may be required to pass a physical exam before being allowed to participate in certain extracurricular activities to help ensure they are physically capable of withstanding the rigors of the activity. It is encouraged that the student parents obtain their physicals/sports releases from their primary care physician and their primary eye specialist specific to the sport/s in which they will

participate. It is understood that students who refuse to take such an exam will not be allowed to participate in the desired activity.

- E. The form to decline physical examinations can be found in the back of this book.

Section VII – Residential Life/Dormitory

RESIDENTIAL STUDENT LIFE INFORMATION

Residential Advisors care about the students, and want the best for them. Because residential students live in the dormitories five days a week, the Residential Advisors acts as a "substitute parent". They are there to help with any questions or problems that a student might have. Students in turn should respect their Residential Advisors and follow their directions.

Students must remember that they are responsible for their own behavior. The Residential Advisors job is to see that students' get the privilege or consequence that has been earned. The choice is the student's.

Residential Advisors will be responsible for the daily delivery of student mail. Parents are asked to address all correspondence to the following address:

Student's Name
Arkansas School for the Blind
P.O. Box 668
2600 W. Markham St.
Little Rock, Arkansas 72203-0668

Parents/Guardians of each student must complete a **permission form** at the beginning of each school year that states those activities in which their child may participate, as well as the names of those individuals who are allowed to pick up the student at school. A student **may not** leave campus with anyone not listed unless the school is notified in advance by the parent/guardian by letter or telephone. These permission forms are available to the Home Life Coordinator, Principal, Superintendent, and Residential Advisors and are used as guidelines, although school policy and/or the student's travel ability may limit their participation.

Parents will be reminded by school letter of holidays and extended weekends. Students riding with parents must check out with the appropriate Principal or staff member whenever they leave campus. During the school day the students should check out with his/her principal. After school hours he/she should check out with the Home Life Coordinator or Houseparent.

Off Campus Living:

While attending the Arkansas School for the Blind and Visually Impaired, students cannot live independently in the Greater Little Rock area and must reside with a parent or legal guardian. Exceptions may be granted on a case-by-case basis by the Superintendent.

Adult Living Classes:

Students are encouraged to take Adult Living Classes during their senior year. This requires that the student live in one of the School's Independent Living Apartments for one semester, upon approval of the Superintendent.

Care of Dormitories: The overall appearance and cleanliness of the dormitory is the responsibility of each student. A routine check will be made daily to see that tasks have been completed. If the room or dormitory area does not meet standards, student privileges will be suspended.

The school is entitled by law to recover damages in an amount not in excess of \$2,000.00 from the parents of any minor less than 18 years of age, who maliciously or willfully destroys State property.

A student shall not cause or attempt to cause damage to school property or the personal property of other or steal or attempt to steal school property or the personal property of others. The school will attempt to recover damages from the students and parents destroying school property. Parents of any minor child may be liable for damages caused by their child in an amount not in excess of \$2,000.00 (Ark. Statute 50-109). Students who steal or destroy the property of others will be disciplined and expected to make restitution.

Dormitory Supervision:

Residential Advisors are responsible for students during out-of-school hours. Guidelines and dormitory regulations are established and students will be expected to follow them and respect the judgment of Residential Advisors. Student welfare is each Residential Advisors primary concern and their decisions are made with that in mind. Students should seek their advice when needed and give them complete cooperation.

Students are not allowed to remain in the dormitories or apartments during school hours.

The ASBVI residential life staff shall maintain a residential student handbook. This handbook will contain policies and procedures specific to the dormitories. Information contained in the Dormitory handbook is meant to supplement the ASBVI student handbook policies. At no time will an ASBVI policy be super ceded by the dormitory rules and regulations.

RESIDENTIAL STUDY HOUR POLICY

The Arkansas School for the Blind and Visually Impaired recognizes its responsibility to instill good study habits and encourage academic achievement. Administrative staff and members of the Student Council have therefore established the following policy:

The mandatory study hour, under the supervision of the houseparent, is observed in each dormitory.

All students who have maintained a 3.2 GPA or better, without having below a "B" in one class for one 9 week grading period, will be exempt from mandatory study hour, as well as homework assignment sheets, and become fully responsible for their study time. There are, however, certain guidelines which must be followed:

- A. Students will maintain a 3.2 GPA throughout the grading period.
 1. Failure to maintain a 3.2 GPA (which includes no grade below "B") will result in a return to study hour until the next grading period.
 2. The teacher or secondary principal may request a return to study hour in the event that grades are not maintained or the student's learning potential is not met.

- B. Honor roll students are allowed to study with other students during study hour.
- C. Honor roll students may go about their normal activities (TV, radio, video games, telephone, etc.) during study hour as long as they do not disturb other students.
- D. Should honor roll students cause a disturbance, they will receive one warning, and thereafter receive one day dorm restriction per offense.

Students who need extra assistance may utilize the Home-Life Study Center which is supervised by a Houseparent at all times. The Study Center is also available during the observed mandatory study hour. Students may also utilize the Study Center for conducting research, working on projects and personal study. The following guidelines will be followed:

- A. The Study Center is a place for study, not for visitation. Students who cause a disturbance will receive one warning and, thereafter, receive one day of dormitory restriction per offense.
- B. A student's teacher may require the student to utilize the Study Center for "extra assistance" if the student's grade falls below a "B" in that particular class.

RESIDENTIAL STUDENT ELIGIBILITY

Students at the Arkansas School for the Blind and Visually Impaired are eligible for residential placement when their homes are located outside the area served by daily transportation. Exceptions to the above may be granted in extenuating circumstances. In such instances, the recommendation for residential status will be made by the student's Individual Education Plan committee and forwarded to the Administrative staff for consideration.

Residential students must have attained the age of six years and independently toilet, groom, feed and demonstrate age-appropriate self-care skills.

Any student found to have violated dorm and or school rules to the extent that they can no longer safely reside in the dormitory will be removed/suspended from the dormitory. It will then become the parent's responsibility to provide transportation to and from school on a daily basis.

In the event this is not possible the student will be referred back to their local school district. The school administration reserves the right to consider any outside issues that also may impact the student's ability to safely reside in the dormitory.

Students who become emancipated minors or who upon reaching the age of 18 exercise the right to become self-supporting individuals shall be required to live in the dormitories during the academic session. Petition for an exemption may be made to the administration. Safety and attendance shall be the primary concerns in considering said petitions. Students unwilling to abide by this rule may be referred back to their local school district.