ENGLAND ELEMENTARY SCHOOL

“Empowering Education for Success”

ENGLAND, ARKANSAS

Principal: Mrs. Brandie Williams

Assistant Principal: Mrs. Tammye Bennett

2015 - 2016

Parent & Student Handbook

England Elementary School
England Elementary School

Parent-Student Statements of Responsibility

Handbook 2015-2016

The statements below must be signed and returned to the homeroom teacher within one (1) week after the student receives it. If, after one (1) week, the student has not returned the form, a parent conference will be set up to discuss this.

- We have had the opportunity to read the England Elementary School Handbook online at www.england.k12.ar.us (click on Schools, Elementary School, Visit Website, School Handbook) and although we may not agree with all the regulations, we understand that the student must adhere to them while he/she is at school or school sponsored activities. In the event that we are not entirely certain of some aspect of school policy, we will contact the Principal for clarification within one (1) week after receipt of that policy. If you are requesting a printed version of the student handbook, indicate this below.

- State Law (6-80-1629) requires documentation of student and parent receipt of student discipline policies. This document will be included in the student’s school records.

- Additionally, I give my child permission to participate in any school-sponsored event (field trips, etc.) in which they are eligible to participate. I allow my child to attend local (within England, AR) field trips without further permission (to include walking to or riding a bus to the location).

- I have received/have access to the Acceptable Use Policy in Section 13 and agree to abide by it.

- I have received/have access to the Acceptable Use Policy in Section 13 and will share this with my EES student.

- Parent Release for Media Recording: I, the undersigned, do hereby grant permission to England School District to use the image of my child. Such use includes the display, distribution, publication, transmission, or otherwise use of photograph, images, and/or video taken of my child for use in materials that include, but may not be limited to: printed materials such as brochures and newsletters, videos, and digital images such as those on the England School District Web site. If I disagree with this statement and DENY permission, I must turn in a signed written statement to the elementary office declaring this.

- I have received/have access to the Homework Policy in Section 2.

- I have received/have access to the Parental Involvement Policy and School-Parent Compact in Section 12.

- Military Dependence: Is your student a member of a military dependent family as defined by ACT 514: “Military dependent” means a child who: (A) Is enrolled in kindergarten through grade twelve (K-12) in a public school; and B) Resides in the household of a person who is on active duty in or serving in the reserve component of a branch of the United States armed forces?

Please check: ___ NO  ___ YES-- If Yes, what branch? _______________________

Student’s Signature ___________________________ Grade Level: ______

Date _______________________________________

Parent’s Signature ______________________________

Date _________________________

The Handbook is available online.***ONLY SIGN HERE IF, you are requesting a printed copy of the handbook: _____________________________, parent signature
4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

*OPTIONAL (NOT TO BE FILED IF THE PARENT/STUDENT HAS NO OBJECTION)

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the England School District of directory information, as defined in Policy No. 4.13 (Privacy of Students’ Records), concerning the student named below.

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

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

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

Deny disclosure to military recruiters ____

Deny disclosure to institutions of postsecondary education ____

Deny disclosure to potential employers ____

*Deny disclosure to all public and school sources ____

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

**Deny disclosure to all public sources ____

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

________________________________________
Name of student (Printed)

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

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

Note: your district does not have to include the separate options listed on this form, but students do have the right to opt out of either category separately.
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Jim Cheek- President
Don Carter- Vice President
Misty Westbrook- Secretary
Mike Busick
Shaunda Brewer
Scott Cheek
Linda Tucker

Superintendent
Barry Scott

England Elementary School Principal
Brandie Williams

England Elementary School Assistant Principal
Tammye Bennett
Section 1: Guiding Forces of EES

Accreditation

England Elementary School is fully accredited by the State Department of Education and the North Central Association. The Board of Directors, Superintendent and the faculty are working cooperatively to improve the quality of the educational program and maintain the rating.

Mission Statement

Our mission at England Elementary School is to provide every student with the skills and knowledge necessary to become a successful, responsible citizen.

Vision

England Elementary will create a positive environment for academic growth promoting technology and parental and community involvement.

Motto

Empowering Education for Success!

Five Year Goals of England Elementary

1. Parents play an active role in their student’s academic education and character development and monitor their student’s progress regularly.
2. Community will partner with our school in academic activities
3. Staff pay is comparable with the state average and they are respected because of the instructional methods and effective classroom practices that are being used.
4. Students will show continued growth in literacy and math (5th grade science) on state assessments.
5. England Elementary School will prepare students to be life-long learners.
6. The school will be a safe, up to date, well maintained facility that serves as a nurturing environment for students.
7. All classrooms are equipped with the latest technology, state of the art science labs, and a gym will have been built for physical education classes.

EES Core Beliefs

1. We believe that all students can improve with high expectations and help from staff, parents/guardians, and community.
2. We believe that a student’s success depends on collaboration of staff, parents and community.
3. We believe that there should be effective communication between school, parents and community.
4. We believe that EES should be a safe and positive environment for students and staff.
5. We believe that all parents/guardians, staff, and community members should be life-long learners.
6. We believe that we can prepare students for the future by providing high quality education through technology and real-world experiences.
7. We believe that we need to work closer in a harmonious relationship with the parents and community members to bring positive growth to our school for the benefit of every child.
Community Responsibilities

1. The community must recognize that the school system by itself cannot solve all the problems which result in disruptive behavior by students.
2. The community must provide support services to solve or alleviate student’s behavioral problems that originate outside of the school environment.
3. The community must provide adequate finances to support a quality public education program.
4. The community must demonstrate confidence and support for the public schools.
5. School personnel will continue to work cooperatively with the community agencies, groups, and individual to improve and expand services designed to prevent or to correct student discipline problems.

Student’s Rights and Responsibilities

You have the right to:

1. Get an education in a public school
   - in a classroom where you can learn;
   - regardless of sex, race, religion or nationality.
2. Say what you think if you
   - speak respectfully to others;
   - are willing to hear what others think;
   - do not make someone want to fight;
   - do not hurt someone’s feelings.
3. Be free from search unless
   - the adult in charge has reason to believe you have illegal or dangerous items in your possession and has another adult present.
4. Protect your property by
   - leaving unnecessary possessions at home (large sums of money, jewelry, radios, ipods, video games, toys, etc.);
   - taking care of your school materials and personal belongings;
   - reporting the loss of property to an adult at school.
5. Defend yourself by
   - Knowing what rules you are accused of breaking;
   - Giving your side of the story;
   - Knowing disciplinary procedures to be followed (due process).

You have the responsibility to:

1. Be involved by
   - coming to school every day;
   - coming to school on time;
   - doing your school work in class;
   - doing your homework;
   - doing your make-up work on time;
   - having the necessary materials for each class.
2. Show self-control by
   - obeying all school rules (if you break rules, you may be disciplined);
   - using acceptable language;
   - conducting yourself in an orderly manner to help you and other students learn;
   - helping to care for books, materials and other school property.
3. Respect school workers by
   - being polite to the principal, vice-principal, teachers, aides and other adults in the school.
4. Respect other students by
being fair with other students;
• treating other students in a way that will not hurt them;
• avoiding fights
• speaking kindly to other students and avoiding name calling.

5. Respect the property of others by
• not taking their possessions such as lunch, money, pencils, etc.
• turning in any items you find to an adult in charge.

6. Avoid
• selling or trading articles;
• playing games for money or anything of value;
• attempting to form or join secret societies or clubs;
• wearing or displaying any insignia of such societies or clubs while in or attending public school.

Parents’ Responsibilities: ESchool and HAC

England Elementary School Teachers in grades one through six will use ESchool and Home Access Center (HAC), a software program which aids in computing grades. Teachers will submit students’ grades to ESchool, a web hosting service, designed to inform parents/guardians of their student’s weekly grades.

Parents’ Responsibilities: Student Records

A student’s custodial parent(s) are granted access to student records upon request. ACT 345 of 1997 states:
"An ACT to provide that a non-custodial parent with court awarded visitation rights shall, upon request, be furnished the current scholastic records of the child or children involved; and for other purposes."

Visitors

Visits to our schools by parents, other residents of this community and interested educators are welcomed. In order to protect the educational programs from undue disturbance, the Board requires that persons wishing to visit on days other than those designated as visiting days make arrangements in advance through the school office.

For the safety of our students, visitors and volunteers will be required to check in at the office and wear the printed label visibly on the upper left chest.

Teachers should inform the office of expected visitors and their approximate visit time. The office will inform the teacher when the parent has arrived for their visit.

The Superintendent or Principal is authorized to prohibit the entry of any person whose presence in the school is not required by reasons of enrollment or employment or to expel any such person when there is reason to believe that the presence of such person is jeopardizing or will jeopardize the educational process. If such person refuses to leave the school premises or creates a further disturbance, the Superintendent or Principal is authorized to request assistance for the local law enforcement agency.

Parent Observation in the Classroom

EES welcomes parent observation in the classroom. The purpose of this observation is to observe behavior and instruction. In order to preserve the integrity of classroom instruction, the following procedure is to be followed:

• Only one parent present in the classroom at one time.
• Parents are assigned a designated place to sit.
• Parents cannot speak unless addressed by the teacher.
• No cell phones are allowed.
• Upon entering the classroom, parents must abide by the Federal Education Right to Privacy Act which prohibits filming, recording, or sharing of student information.
Section 2: State Requirements/Attendance

4.1 Residence Requirements

Definitions:

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

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

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

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, or other persons having lawful control of the person under an order of a court reside within the District\(^1\) and to all persons between those ages who have been legally transferred to the District for educational purposes.

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

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.\(^2\) A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.\(^3\)

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and his/her child or ward reside outside the district.\(^4\)

Note: 1 Residency requirements of homeless students is governed by policy 4.40—HOMELESS STUDENTS. Residency requirements governing foster children are governed by policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

2 The Military Compact is the source for this sentence. It is codified at A.C.A. § 6-4-302.
3 This is a provision of A.C.A. § 9-28-113(a) and (b).

4 Act 1368 of 2009 significantly altered the eligibility requirements for children of employees who reside out of the district. Rather than duplicate the law into the policy which would make for a long policy affecting a relatively small number of students, we suggest you consult the statute, A.C.A. § 6-18-203, and have a copy handy for affected employees or potential employees.

Cross References: Policy 4.40—HOMELESS STUDENTS

Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References: A.C.A. § 6-4-302

A.C.A. § 6-18-202

A.C.A. § 6-18-203

A.C.A. § 9-28-113

Parents’ Responsibilities: Arrival and Departure

For the safety and comfort of your child, DO NOT bring your child to school before 7:30 a.m. Personnel will be on duty at 7:30 a.m. to supervise students. Breakfast will be served until 7:55 a.m.

The first bell rings at 7:55 a.m. signifying the beginning of the school day. The tardy bell rings at 8:05 a.m.; students not in the classroom by 8:05 a.m. will be marked tardy. A parent or guardian must accompany late student(s), after 7:55am, to the office and sign them in. Excessive tardies may result in a conference with parent/guardian and/or filing FINS (Family in Need of Services) with the Juvenile Court.

Upon arrival, please deliver your child to the designated area for building entry. (These instructions will be provided on the first day of school.)

At the end of the school day, please pick up your child at the designated exit area. Car riders must be picked up in the car rider line. No one may cross the street during car rider drop off or pick up.

Students transported in ways other than buses, should be picked up at the designated time of dismissal. Otherwise, they will remain in the classroom until the final bell. No student should be left on campus after the final dismissal bell (no later than 3:20 p.m.). Loitering near any public school is forbidden. Patrons picking up students should not arrive at school before 2:45 p.m.

Early dismissal disrupts classes for all students. Therefore, parents are discouraged from picking up students except for medical emergencies. Excessive check-outs may result in a conference with parent/guardian and/or filing FINS (Family in Need of Services) with the Juvenile Court.

Each student must be signed out through the office if it is necessary for the student to leave the school campus before regular dismissal time.

For the safety of your child, a regular routine should be established. If for any reason this routine has to be changed, an alternate plan must be submitted in writing to the child’s teacher. (Failure to comply with this rule will result in the child following the regular routine established by the parents.)

Inclement Weather Related Closing Procedures

When schools in the England School District are not going to open due to inclement weather or other emergency situations, public announcements will be made by 7:00 a.m. by the Superintendent of Schools through local television stations in Little Rock, Arkansas, and automated school phone system.
If students have reported to school and an emergency arises during the school day, students may be dismissed early.

When parents have reason to believe that school may be dismissed early, they may hear the dismissal time announced on local television and/or radio stations. Please arrange to have your child cared for in the event of early dismissal. Let your child know these arrangements and send this information to your child’s teacher.

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

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

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

Attendance Ruling

It is the responsibility of the parent/guardian and the student to see that the student is in attendance in school. When the student must be absent, the parent is to notify the school on the day of the absence or send a note when the child returns.

4.7—ABSENCES

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

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

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement to the principal or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will not be accepted.
1. The student’s illness or when attendance could jeopardize the health of other students. The student shall bring the required documentation (doctor’s excuse, court excuse, clergy excuse, etc.) so the absence can be excused. Altered documents will not be accepted and considered void.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student’s faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal; or
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent’s discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).

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

It is the Arkansas General Assembly’s intention that students having excessive absences be given assistance in obtaining credit for their courses. Excessive absences may, however, be the basis for the denial of course credit, promotion, or graduation.

**Unexcused Absences**

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with (10) unexcused absences in a course in a semester shall not receive credit for that course in grades 9-12. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

After 4 unexcused absences, the parent will be notified. After 7 unexcused absences, the parent will again be notified. After 10 unexcused absences, the student will be subject to retention and civic penalty and the Juvenile Court will also be informed of the excessive absences.

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

At any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district’s administration for special arrangements to address the student’s unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement’s requirements. The agreement shall be signed by the student, the student’s parent, guardian, or person in loco parentis, and the school or district administrator or designee.
Students who attend in-school suspension shall not be counted absent for those days.  

Days missed due to out-of-school suspension or expulsion shall be unexcused absences, but will not count towards truancy.  

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

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

Legal References:
A.C.A. § 6-4-302
A.C.A. § 6-18-209
A.C.A. § 6-18-220
A.C.A. § 6-18-222
A.C.A. § 6-18-229
A.C.A. § 6-18-231
A.C.A. § 6-18-507(g)
A.C.A. § 7-4-116
A.C.A. § 9-28-113(f)
A.C.A. § 27-16-701

4.2—ENTRANCE REQUIREMENTS (and Social Security requirement)

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

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

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

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

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

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

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.¹

Prior to the child’s admission to a District school:²

1. The parent, guardian, or other responsible person shall furnish the child’s social security number, or if they request, the district will assign the child a nine (9) digit number designated by the department of education.

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

3. The parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another school district to enroll as a student until the time of the person's expulsion has expired.³

4. The child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, and other diseases as designated by the State Board of Health, or have an exemption issued by the Arkansas Department of Health. Proof of immunization shall be by a certificate of a licensed physician or a public health department acknowledging the immunization. Exemptions are also possible on an annual basis for religious reasons from the Arkansas Department of Health.⁴ To continue
such exemptions, they must be renewed at the beginning of each school year. A child enrolling in a district school and living in the household of a person on active military duty has 30 days to receive his/her initial required immunizations and 12 months to be up to date on the required immunizations for the student’s age. A student enrolled in the District who has an immunization exemption may be removed from school during an outbreak of the disease for which the student is not vaccinated at the discretion of the Arkansas Department of Health. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

**Uniformed Services Member's Children**

For the purposes of this policy, "active duty" members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;"uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services;"veteran" means: a person who served in the uniformed services and who was discharged or released from conditions other than dishonorable.

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

An eligible child as defined in this policy shall:

1. be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;
4. be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

**Note:** The US Supreme Court has held that public schools may not use immigration status as a criterion for admitting and educating students. Act 1255 of 2005 requires schools to “immediately” enroll foster
children whether or not they produce “required clothing or required records” noted in #2 and #4. ASBA does not believe this means schools are required to admit students currently under expulsion from their previous school. See policies 4.4 and 4.5.\textsuperscript{3} The student cannot be enrolled until the board gives the student a hearing to determine whether to enroll the student. Therefore, a prompt hearing is recommended.\textsuperscript{4} Requests should be sent to the Director, Division of CD/Immunization, Arkansas Department of Health, 4815 W. Markham, Slot 48, Little Rock, Arkansas, 72205. Letters of exemption or denial will be issued to the school.\textsuperscript{5} A.C.A. § 6-4-302 defines both "uniformed services" and "active duty." Consult the statute to determine if the student wishing to enroll in your district qualifies under the act's definitions.

Cross References:  
4.1—RESIDENCE REQUIREMENTS  
4.4—STUDENT TRANSFERS  
4.5—SCHOOL CHOICE  
4.34—COMMUNICABLE DISEASES AND PARASITES  
4.40—HOMELESS STUDENTS

Legal References:  
A.C.A. § 6-4-302  
A.C.A. § 6-18-201 (c)  
A.C.A. § 6-18-207  
A.C.A. § 6-18-208  
A.C.A. § 6-18-702  
A.C.A. § 6-15-504 (f)  
A.C.A. § 9-28-113  

**Student Transfers**

The England School District shall review and accept or reject requests for transfers, both into and out of the district, on a case-by-case basis.

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

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

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

The responsibility for transportation of any non-resident student admitted to a school in this District shall be borne by the student or the student’s parents. The District and the resident district may enter into a written agreement with the student or student’s parents to provide transportation to or from the District, or both.

Prior to the child’s admission to the England School District:
1. The parent, guardian or other responsible person shall furnish the child’s social security number or if they request, the district will assign the child a nine digit number designated by the department of education.

2. The parent, guardian or other responsible person shall provide the district with one of the following documents indicating the child’s age:
   a) A birth certificate
   b) A statement by the local registrar or a county recorder certifying the child’s date of birth
   c) An attested baptismal certificate
   d) A passport
   e) An affidavit
   f) United States military identification or
   g) Previous school records
   h) Other (see district policy).

3. The parent, guardian or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding.

**Privacy of Student Records**

All students’ educational records may be copied for the parents if requested. For the purpose of this policy, the England School District does not distinguish between a custodial and non-custodial parent with respect to gaining access to a student’s records. The fact of a person’s status as parent or guardian enables that parent or guardian to request a copy of their child’s records.

If a court order limiting a parent access to a student or student records, the custodial parent or guardian must present a file-marked copy of the order to the principal’s office. The school will make good-faith efforts to act in accordance with court orders, 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 issue the order.

**Section 3: Dress Code**

**4.25—STUDENT DRESS AND GROOMING**

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

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

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

Legal References: A.C.A. § 6-18-502(c)(1)
A.C.A. § 6-18-503(c)
1. All students shall wear shoes;
2. All pants, shorts, and skirts must have no excessive decorations/logos on them;
3. Pants, shorts, dresses and skirts will be no more than three (3) inches above the knee. Even if leggings, tights or other hosiery is worn, long dresses cannot have a slit that exceeds 3 inches above the knee standard;
4. For all clothing with waistbands, the top of the waistband must be no lower than the top of the hipbone (no sagging of pants allowed).

Clothing and accessories NOT allowed, include, but are not limited to, the following (as per Administration):

1. Caps, hats, toboggans, etc.;
2. Clothing that displays obscenities, promotes violence, including pictures of guns or other weapons, has sexual implication/content or has reference to alcoholic beverages, tobacco or illegal substances;
3. Bandanas;
4. Chains (ex. wallet chains)
5. See-through or tight fitted clothing as the primary garment;
6. Body shirts;
7. Pajamas and house shoes;
8. Other extreme styles, hair or clothing that may disrupt school;
9. Low Cut/Revealing Shirt;
10. Tank tops or spaghetti straps or strapless (including tops of dresses and shirts) {A sleeveless shirt is permitted as long as it is a full shirt, and the upper body is covered properly.};
11. Holes or ragged clothing; ex: cut-off jeans, holes in pants, etc.;
12. No athletic or gym shorts;
13. Visible tattoos;
14. Inappropriate piercings;

The principal and sponsors shall have the authority and responsibility to regulate hair and dress codes for groups and organizations that represent England Elementary School in extracurricular activities. Students engaged in extracurricular activities shall be subject to the regular dress code except while participating in physical education classes, or other special activities as designated by the principal.

Administrators have the authority to regulate the clothing requirements because of inclement weather. Additionally, administrators have the ultimate discretion to regulate and enforce the dress code and decide whether a garment or accessory is deemed inappropriate or not.

The School Board recognizes that among those rights retained by the people under our constitutional form of government is the freedom to govern one’s personal appearance. When, however, dress and grooming substantially disrupt the learning process for the individual student, other students or the learning climate of the school, it becomes a matter subject to disciplinary action. Upon registering, a student will be given two (2) weeks to comply with the uniform policy.

Consequences for not following the uniform policy are as follows:
First Offense – Students will call for someone to bring the correct article of clothing and will remain in ISS until someone arrives with proper clothing.

Second Offense – Students will call for someone to bring the correct article of clothing and will remain in ISS until someone arrives with proper clothing.

Third Offense – One (1) day In School Suspension.

Fourth Offense – Three (3) days In School Suspension.

Fifth Offense – Five (5) days In School Suspension and conference with parent before returning to class.

Sixth Offense – Ten (10) days In School Suspension.

LEGAL REFERENCES
Bishop v. Colaw, 450 F. 2nd 1069 (8 Cir. 1971)
Wallace v. Ford, 346 F. Supp. 156 (1972)
Parker v. Fry, 323 F. Supp. 728 (1971)

Section 4: Evaluation/Classwork/Curriculum/Incentives

Homework

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student’s educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful. Homework may be included as part of the student’s earned grade for the subject it was assigned for.

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

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

**If projects are assigned as homework and parents/guardians need assistance purchasing needed materials/supplies, or need access to internet resources, the parent must contact the teacher and make this request no later than 2 days before the project is due.

Late work

Late work, when not due to absence (see below), will only be accepted based on the teacher’s discretion.

Bonus Points Work

Bonus points are awarded sparingly and at teacher discretion, based on educational objectives. Parents may not request bonus work to replace work that was not completed or not completed satisfactorily by the student.

Make-up Work

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

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Make up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent. **Exception: A project that was assigned more than 2 weeks in advance of the 1st day missed (example: Science Fair Project).
6. Make up work which is not turned in within the makeup schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their makeup work without the teacher having to ask for it.
8. Students who are absent on the day their makeup work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. The district has the right to allow make up work from students for all absences. Requiring all work to be made up could conceivably be seen as a deterrent for suspensions.

**QUALS (kindergarten only)**

All kindergarten students will participate in the QUALS ADE Assessment Program. This state assessment is an individualized learning assessment with activities and materials used to deal with each child according to identified individual needs.

**Evaluation**

Grades assigned to students reflect educational objective only.

Students have the right to know what is expected of them in class in order to receive a specific grade.

Parents have the right to receive reports of progress and/or failure in academic areas.

Report cards are prepared at the end of each nine (9) week period. These are to be signed by the parent and returned to school the following day. At the end of the first and third nine (9) week periods, parents are encouraged to visit the school. Confer with teachers and receive report cards. (Designated Parent/Teacher Conferences are on the school calendar. Parents are highly encouraged to attend.)

Interim grade sheets are sent home at the end of each fifth week grading period. These are to be signed by the parent and returned to school the following day.

Grades reported on report cards and interim grade sheets are:

**Kindergarten:** 3 = PROFICIENT: Consistently performs grade level expectations, as defined by Arkansas frameworks. Reflects letter grade of A, B, or C. 2 = BASIC: Performance is approaching grade level expectations, as defined by Arkansas frameworks. Reflects letter grade of C or D. 1 = BELOW BASIC: Failure to perform grade level expectations as defined by Arkansas frameworks/Common Core State Standards. Reflects a letter grade of F.

**Grading System for Grades One through Six – A, B, C, D, F**

The grading scale that all teachers follow is:

- 100-89.5 = A
- 89.4-79.5 = B
- 79.4-69.5 = C
- 69.4-59.5 = D
- 59.4-0 = F

**Activity Class Evaluation:**

K-6: Music, Physical Education, Art and Library teachers will not assign letter grades or conduct grades. Students may receive behavior marks in these classes.
Parent Appointments to Discuss Student Progress

Parents who wish to initiate conferences with teachers regarding their child’s academic progress and evaluation should call the school office in advance and secure an appointment. This will allow the teacher to arrange for personnel to supervise the students while the teacher is in conference. Classes will not be interrupted.

School Incentive Programs

1. Gold Cards – All students who score Proficient or Advanced on standardized testing (Benchmark/PARCC) in two subjects will receive a Gold Card. This card will allow the student to enter all home athletic events at no charge.
2. End of Quarter Awards – Students who are on the A – B honor roll (have at least a B in all subjects) will receive an award at a school assembly. Students with outstanding behavior (LION and PRIDE awards) and those who have no absences, have not been tardy or checked out early will also receive an award.
3. End of Year Awards – In 6th grade, top students in each subject area and grade level will receive special recognition. The following students will be eligible for a special year-end outing with the Principal:
   a. Students who have been on the Honor Roll all year
   b. Students who have outstanding behavior all year (Lion/Pride award recipients) (no office referrals permitted)
   c. Students with perfect attendance for the year.
4. Students who have perfect attendance for the entire year will receive an award.
5. Other incentives may be given at the discretion of the school principal.
6. The school principal can bar students from going on school outings, dances or any extra-curriculum event due to their poor behavior.

Curriculum Guides

Curriculum guides mandated by the state and designed by the school staff will be followed by all England Elementary School personnel. Students have the responsibility to meet the requirements of the plan of study, to seek counsel and direction in determining educational goals and to work with the teacher to try to resolve any conflicts that might arise.

School staff members have the responsibility to recognize the individuality of those students seeking their advice and to make known to students and the community the broad scope of special instructional programs available in the district.

Section 5: Smart Core/High School Graduation Requirements

4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2018 AND THEREAFTER

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

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

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

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

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

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

**GRADUATION REQUIREMENTS**

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

**Digital Learning Courses**

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.
SMART CORE: Sixteen (16) units

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

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

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

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

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

- Algebra II
- Beyond Algebra II: this can include Pre-Calculus, Calculus, AP Statistics, Algebra III, Advanced Topic and Modeling in Mathematics, Mathematical Applications and Algorithms, Linear Systems and Statistics, or any of several IB or Advanced Placement math courses
  (Comparable concurrent credit college courses may be substituted where applicable)

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

One unit of Biology; and

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each)

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

Social Studies: three (3) units

- Civics one-half (½) unit
- World History - one unit
- American History - one unit

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

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

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

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

Fine Arts: one-half (1/2) unit
CAREER FOCUS: - Six (6) units

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit

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

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

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

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

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student’s contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.
Notes:  
1 New Smart Core Consent and Smart Core Waiver Forms will become effective in July 2013. They are available on the ADE website and on the ASBA policy update website. While 9.03.1.8 of the Standards and the Smart Core Guidance both require parents to sign one of the forms, there’s not much you can do if they don’t. Either way, the default option is Smart Core.

2 The Department’s Guidelines stipulate completion by the end of the senior year. We believe this is not in agreement with Arkansas code 6-18-202(b)(1) which requires public schools to be open through the completion of the secondary program to students between the ages of 5 and 21. Therefore, we suggest that students be allowed to switch from Core to Smart Core if they could successfully complete its requirements by the time they attained their twenty first birthday. Acceptance of a diploma negates a student’s right to switch programs.

3 The Standards require a review, but do not stipulate its frequency. Select an interval to insert here (never is not an option). Standards require the inclusion of students, parents, and staff in the formulation and review of this policy.

4 Schools are required to retain documentation procedures and methods used.

5 The Guidelines require the policy to include the training “procedure.” If you prefer a different procedure than inclusion in your district’s annual professional development process, change this sentence accordingly.

6 The Standards of Accreditation Unit has objected to the policy’s previous implication (if you substituted a number greater than 22) that the ADE was requiring more than 22 units to graduate. Therefore, this sentence is necessary if your district requires more than 22 units. If you have specific requirements for the additional units, change the new sentence’s wording to reflect those requirements.

7 For a detailed explanation/discussion of district options for digital learning courses see policy 5.11—DIGITAL LEARNING COURSES.

8 The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.
Section 6: EES Promotion/Retention/Academic Policies

Academic Policy

A. Students in K – 6 will demonstrate mastery of all basic skills mandated by the State of Arkansas. Information about skills required by the state and the local school district will be published and made available to parents.

B. Students receiving special education services will achieve their education goals as stated in their Individual Educational Plans each year before promotion to the next grade. The final decision regarding promotion or retention will be made by the School.

C. Attendance may be used in determining retention as governed by state laws or regulations.

4.55—STUDENT PROMOTION AND RETENTION

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

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.\(^1\) If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference between the building principal, the student’s teacher(s), counselor, a 504/special education representative (if applicable), and the student’s parents 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 or receipt of course credit, the final decision shall rest with the principal or the principal’s designee.

Regardless of the student having earned passing grades, a student who falls under one of the following categories shall be considered for retention or shall not receive credit for the course associated with the assessment. The student:\(^2\)

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

The Superintendent or designee may waive this provision when the student’s failure was due to exceptional or extraordinary circumstances.\(^3\)

Students who do not score proficient or above on their grade level Benchmark Exams shall be required to participate in an Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student’s parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent’s role as well as the consequences for the student’s failure to participate in the plan, which shall include the student’s retention in their present grade.\(^4\)

(EHS only) All students must successfully pass all end-of-course (EOC) assessments they are required to take unless exempted by the student’s individualized education program (IEP). To receive academic credit on his/her transcript in a course requiring a student to take an EOC assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her Individualized Academic Improvement Plan (IAIP) which shall focus on the areas in which the student failed to meet the necessary passing score. Additionally, the lack of credit could jeopardize the student’s grade promotion or classification.\(^5\)
(EHS only) To the extent required by the State Board of Education, students in grade eleven (11) and below who do not meet the required score on a college and career readiness measurement shall participate in the remediation activities prescribed in his/her IAIP which may include additional opportunities to retake the measurement. Such remediation shall not require the student to pass a subsequent college and career readiness measurement in order to graduate from high school.  

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

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

**Retention Criteria**

A student’s ability to read at grade level is a prerequisite for achievement in all subject areas. Math is also a very important factor relating to a student’s academic success. Students whose performance in reading and/or math is below grade level will be considered for retention. Parents will be advised as to student’s progress throughout the school year. Final decisions as to retention will be made by the teacher and the administration. Please note: If graduation pictures are taken, all Kindergarten and Sixth grade students will be photographed (unless denied permission by the parent.) All students will practice for graduation unless a parent formally requests in writing that they do not want their child to (in case of retention.)

**Academic Improvement Plans, Intensive Reading Interventions, and Remediation**

Act 35 of the state of Arkansas, requires parents with students in grades 3 – 8 to sign and return Academic Improvement plans (AIP). AIPs are required for each student scoring below proficient on the state exam. AIPs list the remediation required of the student scoring below proficient on the state exam or as directed by ADE in conjunction with the school. AIPs list the remediation required of the student and parent to complete grade level competency. England Elementary School provides weekly student folders for parent communication for grades K – 6. Parents are required to sign documents in their weekly folders and take part in student work listed as a part of each AIP. Failure to comply with AIPs shall result in retention.

Act 35 of the state of Arkansas, requires parents of students in grades K – 3 to sign and return an Intensive Reading Inventory (IRI); IRIs are required of students scoring below proficient on the ITBS and QUALLS. Failure to comply shall result in retention.
Section 7: Discipline

Overview

4.17—STUDENT DISCIPLINE
The England Board of Education has a responsibility to protect the health, safety, and welfare of the District’s students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity.

The District’s administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student’s appropriate due process rights.

The District’s licensed personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the England School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

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

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

The General Statement of Jurisdiction and Behavior Not Covered

The school district reserves the right to pursue disciplinary action for behavior which is subversive to good order and discipline in the school even though behavior may not be specified in written rules.
A student may be suspended or expelled for immorality, unmanageable conduct, insubordination, infectious disease, habitual uncleanliness, or other conduct that would tend to impair the discipline of the school or harm
the other pupils, regardless of whether the student’s conduct occurs on or off campus and during or between school terms and regardless of whether a specific prohibition of the conduct is contained in this student handbook.

Off-Campus Events

Students at school sponsored events, both on and off campus, shall be governed by school regulations and are subject to the authority of school personnel. Actions by student that violate these regulations, or the refusal to obey reasonable instruction of school personnel, may result in the loss of privilege to attend these events. The student may also face disciplinary action applicable under the regular school program.

Any student who misbehaves at a school-related activity is subject to losing the privilege of attending all school-related activities for the remainder of the year, as well as being subject to all applicable discipline policies.

Elementary students are not to be dropped off to attend school-related activities, such as ballgames, without adult supervision.

Basic Classroom Discipline, Rules, Violations

Listed in the Code of Conduct are rules which apply to students while at school and as they participate in school activities, travel on school buses, or attend school-sponsored activities away from school. These rules apply to incidents which may occur on the way to or from school or criminal offenses committed away from school, but which may affect the school climate.

Not all infringements and consequences can possibly be listed. The school reserves the right to take steps to ensure safety and promote acceptable behavior.

Discipline shall be addressed with a minimum of a warning and a maximum of expulsion.

Consequences for Classroom Rules Violation

Teachers will use the Category I Corrective Options from the Code of Conduct to determine what intervention procedure will be used for classroom rules that are broken.

EES Code of Conduct

EES, Let’s Roar!
Respect
On time and ready to learn
Appropriate attitude and participation
Responsibility

Give Me 5!
1. Mouth Quiet
2. Eyes on Speaker
3. Ears Listening
4. Hands and Feet Still
5. Standing/Sitting up Straight

4S Line
1. Silent
2. Still
3. Straight
Discipline for K-2
Category I

Many behaviors can be successfully managed by the classroom teacher. There must be an immediate, consistent, and documented intervention for any behavior that impedes orderly classroom procedures or interferes with the orderly operation of school.

Consequences
Daily, in the K-2 classrooms, the teachers will use a pocket chart for behavior in the following colors:
Green card: student begins the day
Yellow card: warning is given
Red card: recess is taken away
Blue card: parent contact
Black card: office

***If a student needs discipline for Category II or III, he/she will be sent directly to the principal’s office as stated in the handbook.

Lion Award
For each grading period, a student will be given an award for good behavior.
1st grading period: green
2nd grading period: gold
3rd grading period: red
4th grading period: purple

No reward will be given in a grading period if a student accumulates 3 red cards, 2 blue cards and/or 1 black card in any combination. If a student exhibits good behavior each grading period, a medallion/award will be issued at the end of the year.

Pride Award
For each grading period, a student will be given an award for perfect behavior. The student must have earned all green marks and none of the other colored marks. If a student exhibits perfect behavior each grading period, an award will be issued at the end of the year.

Discipline for 3-6
Category I

Many behaviors can be successfully managed by the classroom teacher. There must be immediate, consistent, and documented intervention of any behavior that impedes orderly classroom procedures or interferes with the orderly operation of school.

Consequences
Weekly in the 3-6 classrooms, the teachers will use a color system for behavior in the following colors:
Green: student begins the week
Yellow: written warning is given
Red: recess is taken away
Blue: parent contact and D-hall
Black: office (Principal’s discretion)
*** When D-hall is assigned a note is sent home the day before. D-hall will be held on Monday-Thursday
from 3-3:30. D-hall that is assigned on Thursday or Friday will be served on the following Monday. Students
that are absent on the day of their D-hall will make it up on the day they return to school. Parents/guardians are
responsible for transportation following D-hall.

*** When D-hall is assigned after 10 a.m., it may not be sent home until the following day.

***If a student needs discipline for Category II or III, he/she will be sent directly to the principal’s office as
stated in the handbook.

** Lion Award**
For each grading period, a student will be given an award for good behavior.
1st grading period: green
2nd grading period: gold
3rd grading period: red
4th grading period: purple

No reward will be given in a grading period if a student accumulates more than 3 yellows or 2 reds, or ANY
blue and/or black marks. If a student exhibits good behavior each grading period, an award/medallion will be
issued at the end of the year.

** Pride Award**
For each grading period, a student will be given an award for perfect behavior. The student must have earned
all green marks and none of the other colored marks. If a student exhibits perfect behavior each grading period,
an award will be issued at the end of the year.

**Policy 4.17 Continued:**

**K-12 Category II/III Disciplinary Offenses with Minimums and Maximums**

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<th>MINIMUM</th>
<th>MAXIMUM</th>
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<td>Acceptable Use Policy Violations</td>
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<td>Recommended Expulsion</td>
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<td>Assault</td>
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<td>5 day suspension</td>
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<td>Bullying/Relational Aggression</td>
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<td>Cheating</td>
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<td>Incident Description</td>
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<td>Disregarding Directions</td>
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<td>Gambling</td>
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<td>Gang Activity (Demonstration of Being a Gang Member of an Unapproved Campus Organization or Secret Society)</td>
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<td>EES ONLY: Habitual Misbehavior</td>
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<tr>
<td>Horseplay (hitting, punching, kicking, pulling hair, etc.)</td>
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<tr>
<td>Insubordination (Back Talk, Disrespect, Not following directions, Refusal to identify oneself or acknowledge being spoken to, etc.)</td>
<td>Detention</td>
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<td>Internet/E-Mail Abuse</td>
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<td>Loss of Privileges</td>
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<td>Detention</td>
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<td>Physical Abuse or</td>
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<td>Drugs, Controlled</td>
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<td>Substances or Possession</td>
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<td>of Drug Paraphernalia</td>
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<td>Profanity</td>
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<td>Loss of all Extracurricular</td>
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<td>Privileges for the Remainder</td>
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<td>10 Day Suspension</td>
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<td>Gang Activity, Drug</td>
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<td>Abuse, Alcohol abuse,</td>
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<td>Weapons Violations,</td>
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<td>and/or Obscene</td>
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<td>Gestures, etc.</td>
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<tr>
<td>Sexually or Obscene</td>
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<td>Possible Police Contact</td>
<td>Police Contact</td>
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<td>include indecent</td>
<td>Suspension</td>
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<td>exposure)</td>
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<td>School Bus Violations</td>
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<td>Student Merchandising</td>
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<td>(resale) of Candy/Gum/</td>
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<td>Food/Drinks/etc.</td>
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<td>Possible Police Contact</td>
<td>Possible Police Contact</td>
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<tr>
<td>Tardies/tardy abuse (EHS only)</td>
<td>Detention</td>
<td>ISS</td>
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<tr>
<td>Terroristic Threatening/Action OR Death Threats against Faculty or Students</td>
<td>Police Contact</td>
<td>Police Contact</td>
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<td></td>
<td>Suspension</td>
<td>Recommended Expulsion</td>
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<tr>
<td>Truancy</td>
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<tr>
<td>Theft</td>
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<td>Police Contact</td>
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<td></td>
<td>Police Contact/Suspension (EHS)</td>
<td>Recommended Expulsion</td>
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<tr>
<td>Possession or Use of Tobacco/Tobacco Products</td>
<td>Confiscation</td>
<td>Confiscation</td>
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<tr>
<td></td>
<td>Suspension</td>
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<tr>
<td>Verbal Abuse</td>
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<tr>
<td>Verbal Abuse of School Employees or Staff</td>
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<tr>
<td>Weapons (or objects used for harm or destruction)</td>
<td>Confiscation</td>
<td>Confiscation</td>
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<td></td>
<td>10 Day Suspension</td>
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<td></td>
<td>Police Contact</td>
<td>Recommended Expulsion</td>
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<tr>
<td>Not Otherwise Specified</td>
<td>Warning</td>
<td>Confiscation (if applicable)</td>
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<td></td>
<td></td>
<td>Police Contact</td>
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<td></td>
<td></td>
<td>Recommended Expulsion</td>
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</table>

The Principal(s) Reserves The Right to Judge Severity and Consequences. (This could be with a minimum of a warning and a maximum of a recommendation of expulsion.)

**EES - Excessive Detention or ISS notifications:**

- Per School Year ---- After a student has been issued 8 detention notifications, on the 9th and subsequent offences the student will receive ISS.
• Per School Year ----After a student has been issued 10 days (which can be in combination of multiple offences) in ISS, on the offense that would deem the 11th and subsequent days issued, the student will receive OSS.***Exceptions are only given by the principal(s).

**Cell Phone Violations and/or Electronics (Used in Disregard of Mobile Device Policy)**

• First Offence- Confiscation until the next school day- 3 days detention
• Second Offence- Confiscation until the next school day- 3 days of ISS
• Third Offence- Confiscation until the next school day- 3 days of OSS

**Absentee Information pertaining to ISS and OSS:**

• Days missed due to ISS shall not be counted as an absence.
• Days missed due to OSS shall be counted as an unexcused absence, but will not apply to truancy. The student will receive a 0%/F on all work missed on those days.

**OSS and Extracurricular Activities (school sponsored):**

• Students may not participate in any extracurricular activities if they have OSS on that day.

**Dress Code Violations- See Section 3**

**Bus Transportation Violations- See Section 11**

**Corporal Punishment**

Federal and state courts have ruled that physical punishment (paddling) is an acceptable for of disciplinary action available to school systems. Only an administrator may administer corporal punishment. Paddling must be done in the presence of at least one other certified employee. The student must be told in the presence of the witness the reason for the paddling.

A written report signed by the administrator administering the punishment and the witness shall be filed in the principal’s office immediately following the punishment.

Parents and/or guardians may elect to decline the use of corporal punishment for their child. ***Parents must submit this request in the form of a signed and written notification, which is directly submitted to the elementary office.

**List of Possible Corrective Actions**

- Parent notification
- Student/parent/principal conference
- Withdrawal of privileges
- Corporal punishment
- In school suspension (ISS)
- FINS referral may be filed after 2nd ISS
- Restitution
- Suspension (OSS = Out of School Suspension)
- Students who are asked to leave a school activity because of their behavior may be denied entry to all school activities for the remainder of the calendar year
- Up to ten days suspension/possible recommendation for expulsion
- Letter of clearance from counselor, etc. before returning to school may be required.
The school principal will take corrective actions for misbehavior or violations as listed above, but not limited to the list above.

In all discipline situations, proper due process procedures will be conducted. Frequent and continued disciplinary violations may result in the student being found guilty of incorrigible conduct.

Any activity by students which violates public ordinance may be referred to the appropriate criminal justice agency.

4.30—SUSPENSION FROM SCHOOL
Students not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days,\(^1\) including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school-sponsored function, activity, or event; going to and from school or a school activity. A student may be suspended for behavior including, but not limited to that which:

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

The school principal or designee shall proceed as follows in deciding whether or not to suspend a student.

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

**ISS**: It is the parents’ or legal guardians’ responsibility to provide current contact information to the district which the school shall use to notify the parent or legal guardian for issuance of ISS for a student. The notification shall be by one of the following means:

- A primary call number
  - The contact may be by voice, voice mail, or text message
- An email address
- Hand to parent directly
- Send home with a student
- A regular first class letter to the last known mailing address

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

During the period of their suspension (ISS), students serving in-school suspension shall not attend any school-sponsored activities during the imposed suspension nor shall the student participate in any school-sponsored activities.\(^3\) ISS CANNOT be substituted by another form of discipline without principal or designee approval. (Example: OSS does not substitute ISS.)
**OSS:** When possible, notice of the suspension, its duration, and any stipulations for the student’s readmittance to class will be given to the parent(s), legal guardian(s), or to the student if age 18 or older prior to the suspension. Parent/Guardian/or Student (if age 18 or older) will be notified by either: 1. Phone call, 2. Notice sent home with student, 3. Handed to parent directly, 4. Mailed to address reflected in records, or 5. Emailed.

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

It is the parents’ or legal guardians’ responsibility to provide current contact information to the district which the school shall use to notify the parent or legal guardian for issuance of ISS for a student. The notification shall be by one of the following means:

- A primary call number
  - The contact may be by voice, voice mail, or text message
- An email address
- Hand to parent directly
- Send home with a student
- A regular first class letter to the last known mailing address

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

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

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

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

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**In-School Suspension**

In-school suspension occurs when a student’s behavior warrants removal from classes for a period of time, but suspension or expulsion from school is not recommended. It is an alternative to suspension or expulsion and is an effort by the administration to help the student. It gives the student another chance.

**In-School Suspension Rules**

- When a student is sent to the principal, the principal will have the option of sending him/her to in-school suspension for a number of days determined after a principal/teacher conference.
- Students must bring all books, notebooks, and other materials needed for assignments. Daily assignments must be completed on time.
- Students in in-school suspension may not visit with other students.
- Students serving in-school suspension will lose all privileges, including, but not limited to, mixing in the cafeteria and attending school sponsored activities during and after school.
- Students will remain on in-school suspension until meeting the following conditions:
  - Completes all assignments prescribed by teachers.
  - Makes a commitment in writing to correct inappropriate behavior.
Failure to comply with these rules of in-school suspension may result in suspension from school with no opportunity to make up missed work. **After the second in-school suspension, a parent or guardian will be required to come in for a conference before the student may return to school.**

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**4.31—EXPULSION**

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

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

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

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

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

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

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

Notes: 1 The ten school days are on a traditional school calendar. If your district uses a 4x4 block schedule, the number of days of suspension will need to be modified accordingly.

2 The current law governing parental responsibility is A.C.A. § 5-27-210
4.18—PROHIBITED CONDUCT
Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following.

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any electronic device on the school campus during normal school hours unless being used according to the BYOD policy or specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
21. Sexual harassment; and
22. Bullying.

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

Legal References:  
A.C.A. § 6-18-502

A.C.A. § 6-18-707

A.C.A. § 6-15-1005
4.20—DISRUPTION OF SCHOOL
No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities.

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

Legal Reference: A.C.A. § 6-18-511

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

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

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

4.22—WEAPONS AND DANGEROUS INSTRUMENTS
No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, en route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any school sponsored activity or event. Military personnel, such as ROTC cadets, acting in the course of their official duties are excepted.
A weapon is defined as any firearm, knife, razor, ice pick, dirk, box cutter, nunchucks, pepper spray or other noxious spray, explosive, or any other instrument or substance capable of causing bodily harm. For the purposes of this policy, "firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

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

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

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

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

Cross Reference: Policy 4.31—EXPULSION

Legal References:  
A.C.A. § 6-18-502 (c) (2)(A)(B)
A.C.A. § 6-18-507 (e) (1)(2)
A.C.A. § 6-21-608
A.C.A. § 5-4-201
A.C.A. § 5-4-401
4.23—TOBACCO AND TOBACCO PRODUCTS
Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

With the exception of recognized tobacco cessation products, this policy’s prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

Note: The statute requires the statute's posting "…in a conspicuous location at every entrance to each building owned or leased by a public school district and every school bus used to transport students"

Legal Reference: A.C.A. § 6-21-609

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

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

Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student’s ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, “designer drugs,” look-alike drugs, or any controlled substance.

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

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

The following actions are prohibited by students on school property or at school functions:
1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang.

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

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

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

4.27—STUDENT SEXUAL HARASSMENT

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

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

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

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

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

The terms “intimidating,” “hostile,” and “offensive” include conduct of a sexual nature which has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student’s ability to participate in, or benefit from, an educational program or activity.
Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual; and spreading rumors related to a person’s alleged sexual activities.

Students who believe they have been subjected to sexual harassment, or parents of a student who believes their child has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will assist them in the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

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

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

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

Legal References: Title IX of the Education Amendments of 1972, 20 USC 1681, et seq.

A.C.A. § 6-15-1005 (b) (1)

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

Legal References: A.C.A. § 6-18-512

A.C.A. § 5-60-122

4.43—BULLYING
Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Directors. Students who bully another person shall be held accountable for their actions whether they occur on school equipment or property; off school property at a school sponsored or approved function, activity, or event; going to or from school or a school activity in a school vehicle or school bus; or at designated school bus stops.
A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

**Definitions:**

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

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

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

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

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

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

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

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.
Cyberbullying of School Employees is expressly prohibited and includes, but is not limited to:

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

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

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

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

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.
Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.¹

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

Copies of this policy shall be available upon request.²

Notes: Different consequences are permitted depending on the age or grade of the bullying student.

Legal Reference:  
A.C.A. § 6-18-514  
A.C.A. § 5-71-217

**Section 8: Property**

**Books**

While at school, most students will use a classroom set of books for all core subjects. When students are issued books (including library books), they must check them for damage and alert the teacher if the book(s) is damaged when they receive it. When books are returned, they must be in the same shape they were issued (minus normal wear), or the student (and parents/guardians) will be liable for the damage or loss of book(s).

**Personal Property at School**

The school will not be responsible for loss, damage, or theft of any personal items brought to school. Please mark articles of clothing, such as coats, jackets, sweaters, hats, gloves, etc. with permanent identification. You should also mark other items brought from home such as notebooks, folders, lunchboxes, and backpacks. The school is not liable for a student’s personal property when it is damaged, destroyed, or stolen by another student. The district will take proper disciplinary action, but compensation for damage, destroyed or stolen property should be pursued between parents/guardians or perhaps through the legal system.

**Section 9: Wellness/Health**

**Food Service/School Breakfast and Lunch Program**

Children in grades K – 6 should not skip a meal. A breakfast and lunch program is maintained by the school district on a non-profit basis. Nutritious meals are served each day. Students may purchase these meals at the minimum cost. Students wishing to eat breakfast should go directly to the cafeteria upon arrival. The district expects each child to eat a nutritional lunch each day. Contact the school office for information about free and reduced lunches. All parents are requested to fill out a federal lunch program form whether they believe they will qualify or not. If you choose not to participate in the lunch program, you may write decline, the student’s name, and sign your name on the form. The school district cooperates with state and federal governments in making available to students free or reduced-cost lunches. Students may apply for free or reduced-cost lunches at any time during the year. Application forms may be obtained from the school office (students must re-apply
each year). All information given on the application form is confidential and will be used only for the purpose of determining eligibility for free and reduced-cost meals.

My School Bucks, a computerized program, is used for collecting, recording, and monitoring student cafeteria accounts. Students are encouraged to pay for lunches by the week or the month. Accounts may be paid on-line or by sending payment in a sealed envelope with the student’s name and the home-room teacher name on the envelope.

Student account information can be found on the ESD website at [http://england.k12.ar.us](http://england.k12.ar.us) under Food Services. The food service department prints invoices weekly and delivers them to students as needed.

The students not wishing to eat lunches served in the cafeteria should bring a lunch which must be eaten in the cafeteria with fellow classmates. Parents, who bring food to school for their child, whether from home or from local eateries, should bring only enough food for their child to eat. Parents should not provide food for any child but their own. **Parents/Guardians who come to eat with their student at lunch/breakfast, in the school cafeteria, may only eat with their child (each student in this situation, may invite up to 2 friends to sit with them while their parent is visiting).**

**Student Health**

1. All students MUST have proof of current immunizations on file. (A parent can request a list of the required immunizations from the school nurse.)
2. If a student’s immunizations are not current, the school district reserves the right to not allow the student to attend school until the immunizations are current as per Arkansas law. A conference will be held with the principal and/or school nurse and parent concerning this matter.
3. Students entering kindergarten must also submit a proof of physical examination (within one year) along with proof of required immunizations.
4. Prescription medication must be in original container with a current prescription to said student. Over the counter medication will not be allowed unless prescribed by a physician. School nurses will administer as prescribed. If school nurse is not available, designated school personnel will be available.
5. Please contact designated campus if any changes in telephone numbers, especially for emergency reasons.
6. Information about AR KIDS Insurance is available in the Parent Center.

**Medication Policy**

Administering medicine at school creates many complex problems, carries certain risk, and every effort should be made to give medication at home. Some circumstances do require medicine to be given at school, and the following guidelines are used to dispense medications at school. To ensure the safety of our students, the England School Board has established the following polices:

1. Unless authorized to self-administer medications, such as Asthma inhalers or auto-injectable epinephrine, students are not allowed to carry any medications, including over the counter medications or any perceived health remedy not regulated by the US Food and Drug Administration, while at school.
2. Students who have written permission from their parent/guardian and licensed health care provider with a plan of care to self-administer either an asthma inhaler or auto-injectable epinephrine, or both, and who have a current consent form on file, shall be allowed to carry and self-administer such medication while in school, at an on-site school sponsored activity, while traveling to and from school, or at an off-site school sponsored activity. Students are prohibited from sharing, transferring, or in any way diverting his/her medication to any other person. Students requiring these medication and will be not self-administering medications must provide the school with appropriate medications and physician prescription to be immediately available to the student.
3. If a medication (prescription or non-prescription) is specifically prescribed during school hours, the medication can be administered along with parental consent and doctor’s prescription. Required
medications may be brought to school BY THE PARENTS/GUARDIANS. Parental consent forms must be signed, no handwritten notes are acceptable. NON-PRESCRIPTION DRUGS WILL NOT BE GIVEN UNLESS ACCOMPANIED BY A DOCTOR’S PRESCRIPTION, with specific directions when to administer, adverse signs, and doctor’s contact information.

4. All medication must be in the original container and properly labeled with: student’s name, name of medication, dosage, frequency, and instruction for administration of the medication (including times).

5. Administration of first dose of medication (prescription or over the counter) should be given prior to administration at school due to possible allergic reactions.

6. Please notify the school of any changes in emergency contacts.

7. Parents are welcome to come to the school office and give medications to their child.

8. In the event of illness accompanied with fever, or an allergic reaction/sting; nonprescription drugs may be administered with parental consent.

School Board Policies Pertaining To Communicable Diseases and Parasites

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

England School District Insurance Policy

The England School District provides insurance coverage for all students with a basic insurance plan. Additional coverage is provided for student involved in interscholastic activities. All insurance coverage is secondary and pays only after the primary coverage. Parents are responsible for any expenses above the limits of the insurance policy. Parents may purchase additional coverage as they see fit. The England School District is not liable for and will not pay any charges or expenses that are not covered by the insurance carrier.

School Board Policies Pertaining To Medical Problems

1. Students having a rash (suspicious of scabies) will be excluded from school. The parent or guardian will be notified by the principal, school nurse or designated person. A doctor’s statement must accompany the student that he/she is not contagious when he/she returns to school. The student will be checked by the school nurse.

2. Students having pediculosis (head lice) must bring proof of treatment (box top, bottle, prescription label, etc.) before returning to school. In 7 – 10 days after the first treatment, the student will be required to bring proof of second treatment in order to remain in school.

3. Students having ringworm of skin may remain in school as long as it is ascertained by the principal or school nurse that the student is under treatment. In case of ringworm on scalp, a doctor’s statement verifying that the student is under treatment must accompany student upon returning to school.

4. In cases of possible impetigo, parents will be notified by the principal or school nurse that impetigo is suspected and they are to seek treatment. The student is to be excluded from school only if parents refuse to treat the child.
5. Chicken pox. The student may return to school after all scabs are dry, usually 6 days after onset of first vesicles.
6. Mumps. Students must be free from fever and swelling before returning to school.
7. Rashes and fever. Students must be free from fever before returning to school.
8. Conjunctivitis (pink eye). If pink eye is suspected, parents are to be notified to seek treatment for the child. A doctor’s statement is required for readmission as long as there is redness in the eye.

Food and Drinks

Food and drinks are not allowed in school buildings, with the exception of the cafeteria. Students caught with food or drinks in non-designated areas will be asked to throw them away. Failure to comply will result in disciplinary action.

School Wellness Policy

***Please call Lynn Clark, Food Service Director at 501-842-2041 to request a copy of this.***

Section 10: Special Services

Special Programs: Gifted and Talented

The England School District serves Gifted and Talented students in grades K – 12. K – 2 students are served on a regular basis by the Gifted/Talented teacher. The Elementary Program options include:
1. K – 2 enrichment
2. 3 – 6 pull-out of 150 minutes per week
The High School Program options include: Pre-AP, secondary content, advanced placement and honors classes.

The program for these students offers a differentiated curriculum which provides enrichment in the areas of: creativity, research skills, critical thinking skills, problem solving leadership and personal growth skills.

England Elementary school follows the updated 2009 Program Approval Standards; available on the school’s website.

Contact Wendy Kittler, GT/AP Coordinator, for a complete copy of the Gifted and Talented Education Policy, which includes information on: Community Involvement, Staff Development, Personnel, GT Coordinator Job Description, Identification, Exit Procedures, Program Options, Overview of Services, Curriculum, Evaluation, and Acceleration Guidelines.

Acceleration Policy

When deemed in the best interest of the student, a student may be advanced by the grade level, a class, or number of classes due to high potential or ability. This procedure is called acceleration, and is developed individually for each student who is to be examined by this process.

1. **Definition of High Potential Ability:** included in this definition are children with demonstrated high achievement, and those who have the potential for any given ability. These are two different sets of characteristics, as a high-potential child will not necessarily resemble a high-performing child. High ability or potential may exist in a single area or in any combination of areas as follows:
A. **High Academic Potential** - a student who shows early and rapid development of interest and ability in one or more specific areas of language arts, science, social studies, or math. Either class achievement or ability testing may be used to show high aptitude in a particular area or field.

B. **High Artistic Potential** - a student exhibits unusual capacities for sensory perception and communication. Areas include visual spatial or performing arts, music, or drama.

C. **High Creative Potential** - a student who demonstrates unique skill at using divergent or unconventional thinking to arrive at creative and unusual solutions to problems. The highly creative student may or may not be highly artistic. Creative thinking is the specific ability to be examined, not creative product.

D. **High Intellectual Potential** - a student who shows early and/or rapid development of language ability; large vocabulary; strong powers of reasoning, analysis, or synthesis, large vocabulary; problem solving. Intellectually gifted students often have a high I.Q., demonstrate high achievement, and are capable of being very good at most anything he chooses to do. However, even the highly intellectual student may be an underachiever or have behavior issues due to intellectual boredom. Care must be taken to not exclude a gifted child whose talents are obscured by underachievement.

E. **High Leadership Potential** - a student who has an unusual ability to relate to and motivate other people, either positively or negatively.

2. **Referral:** A student may be referred for possible acceleration by a parent, teacher, administrator, a counselor, or the student him/herself. Upon verbal request, the recommending party will be given a copy of this acceleration policy. A written request should then be submitted along with a rationale for the referral. This written request must be made to the Gifted and Talented Coordinator. A decision shall be reached within 30 days from the day the written request is received.

3. **Acceleration Committee:** The Gifted and Talented Coordinator shall be responsible for convening the committee. The request for acceleration shall be referred to an acceleration committee consisting of the following members:
   a. One teacher from the grade level or curriculum area in which acceleration is requested.
   b. One of the student’s present teachers.
   c. One principal or assistant principal from the appropriate level.
   d. One counselor from the appropriate level.
   e. Gifted/Talented Coordinator.
   f. Other school staff as deemed necessary, depending on the particular situation.

The committee will consist of at least 5 members, convened and chaired by the GT Coordinator.

4. **Procedure**
   a. Upon referral, parental permission will be obtained and all available information will be collected by the G/T Coordinator and Guidance Counselor. Efforts will be made to obtain further information in areas where data is incomplete. With parental permission the student being considered may be given individual intelligence, achievement, or other tests; however, this testing is not required for acceleration to occur. Data may include teacher and parent checklists or rating scales on the characteristics of giftedness. The IOWA acceleration scale is recommended. All data will be presented to the committee.
   b. The Counselor School Psychologist, and G/T Coordinator or Facilitator with acceleration expertise may consult with the student.
   c. Parents, student, and present and prospective teachers shall indicate in writing whether they are in favor of, neutral toward, or against acceleration and be required to give the rationale for their opinion. Prospective teachers will be provided with background information from the GT Coordinator in order to aid them in forming an educated opinion.
   d. The committee shall meet jointly to discuss placement options. The student, parents, present teachers, and prospective teachers will be notified in writing of the date, time, and place of this meeting, but are not required to attend. The Student and Parents are invited to the meeting, but
are not present as the committee deliberates and decides. The GT Coordinator chairs the committee of 5 professional educators consisting of administrators, counselors, and/or teachers.

e. A decision may be made at this meeting or within one week, with the committee deciding by consensus, meeting again to make a decision if necessary. The decision and rationale for the decision, written by the GT Coordinator, shall be given in writing to the administration office, the parents, and affected parties. Records of the decision and data used to determine it will be filed in the student’s file. Parents will be encouraged to meet with the GT Coordinator if they disagree with the decision, and informed of their right to appeal the decision if they disagree.

5. **Factors to be considered:**
   a. Test scores on test of intelligence and/or achievement when appropriate.
   b. Performance in the area for which acceleration is being considered. Possible extenuating circumstances should be considered.
   c. Student’s social maturity and responsibility.
   d. The amount of support by the acceleration Committee Members. Parents must approve of the acceleration. If there is strong teacher opposition, every effort must be made to find a cooperating teacher if the majority agrees to acceleration. The student should not be placed with a strongly opposed teacher.

6. High School courses taken in the acceleration program will be given full credit and applied toward graduation requirements, GPA, and any honors. Acceleration will not ‘punish’ any student by prohibiting graduation ceremonies or other associated honors. Any student meeting graduation requirements may walk with the other “regular” graduates. Care will be taken to ensure proper steps are followed to get approval for obtaining high school credit for courses taken before ninth grade.

7. **Progress Review**: If acceleration is attempted, a review of progress should be monitored. The involved teacher and/or Gifted and Talented Coordinator have the primary responsibility of monitoring the accelerated student’s progress. Monitoring shall be conducted at least once annually, but it is recommended that an IEP be created for the accelerated student and reviewed twice a year. If possible, the same acceleration committee members should be involved. If there is ever a consideration of a change to a student’s placement, the committee will review all data and make a decision, and multiple data, including at least two objective, two subjective, and a creativity assessment are utilized in making the decision. No one factor will cause a student to be included or excluded. Parental Permission must be obtained before a student begins placement in the GT programming options.

**Guidance Counseling**

Guidance counseling services are available to all students in the England Elementary School. A comprehensive guidance program has been developed that reaches students through classroom presentations, small group sessions and individual conferences.

The elementary counselor functions to assist students by:

1. Teaching listening skills, effective study skills and problem solving skills.
2. Providing information about drug awareness, career awareness and human relations.
3. Helping the student develop a good self-concept, a positive attitude, productive work habits and sound human relations skills.
4. Serving as a child advocate.

Students may see the counselor individually by referral from any one of these sources: self, parent, teacher, counselor, principal, instructional facilitator, or superintendent.
The HOPE program is an (alternative education) intervention program designed to provide guidance, counseling, and structured academic support to students who are experiencing emotional, social, or academic difficulties. Referrals are made through the local campus administration, but may originate through parent, student (self) or teacher contact with administration (Final placement decisions will be made by administration.) The classroom is staffed by a licensed teacher who provide curriculum that is appropriately aligned with the common core standards. The students are expected to take the same assessments as the general education students therefore the curriculum is individualized to the student for mathematics, science, social studies and language arts. Students receive curriculum through in-class activities, teacher provided lessons, and computer instruction. Students are provided with visual cues, verbal cues, self-checklists, direct instruction, individualized instruction, staff modeling, role playing, discussion and application of skills in real life situations. Students are taught directly and systematically social skills in communication, conflict resolution, anger management, stress management, decision making, empathy, character education, appropriate classroom routines, listening, following directions, and goal setting behaviors. Students are provided access and time with counselors, school resource officer, principals, and coaches to provide linkage to the general education setting. Outside services (counseling, case management, etc...) come into the HOPE setting to meet with students and visit with staff or students to address needs that may arise. In order to ensure more parent involvement, parent meetings will be set quarterly where topics listed above, outside agency programs, and transition plans will be discussed with parents. **All HOPE students must follow the EES handbook.**

**For more information about the HOPE (Having an Optimal Program for Education), contact Vickie Lewis, AE Coordinator at 501-842-2041.**

Extracurricular Activities

In compliance with the Standards for Accreditation of Arkansas Public Schools, England Elementary School has adopted the following written policy establishing guidelines for extracurricular activities:

Extracurricular activities may supplement the regular instructional program and afford opportunities for social exchange. Such activities should be consistent with the academic goals and objectives of the school district.

Extracurricular activities, daily interruptions caused by announcements, visitors to school and other disruptions of the regular schedule must not interfere with instructional time as set forth by the Standards for Accreditation of Arkansas Public Schools.

Requirements for Participation in Extracurricular Activities

A student who participates in an extracurricular activity must be passing all subjects or be making appropriate progress in fulfilling the requirements of an Individual Education Plan.

Section 11: Miscellaneous

Field Trips

Trip may be taken during the year. Parents or guardians must sign permission slips, and the slips must be on file. No field trips will be taken during state or national testing. Students must follow school dress code requirements, and are requested to wear a school t-shirt on the day of the field trip. Parents are not allowed to ride the bus on field trips and siblings are not allowed to attend.
Transportation

A form will be given to students and must be completed and returned for school. Parents will select two options for transportation:

Option one: Student will always go home (select one): Bus, Car-rider, and Walk.

Option two: Emergency Alternate______________________________

Any other change must be made in person by parent/guardian.

Standard Response Protocol

A critical ingredient in the safe school recipe is the uniform classroom response to an incident at school. Weather events, fires, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by school and district administration and staff.

The Standard Response Protocol (SRP) is based not on individual scenarios, but on the response to any given scenario. SRP demands a specific vocabulary but also allows for great flexibility. The premise is simple—there are four specific actions that can be performed during an incident. When communicating these actions, the action is labeled with a “Term of Art” and is then followed by a “Directive.” Execution of the action is performed by active participants, including students, staff, teachers, and first responders.

- **Lockout** is followed by the Directive: "Secure the Perimeter" and is the protocol used to safeguard students and staff within the building.
- **Lockdown** is followed by "Locks, Lights, Out of Sight" and is the protocol used to secure individual rooms and keep students quiet and in place.
- **Evacuate** is always followed by a location, and is used to move students and staff from one location to a different location in or out of the building.
- **Shelter** is always followed by a type and a method and is the protocol for group and self protection.

Fire Drills (Evacuate to the Outside)

All schools are required to have a fire drill each month. When the fire alarm is sounded and the statement, “Evacuate to the Outside” is said, the students will leave the room quietly and in the order directed by the teacher, and they will follow the designated fire exit route out of the building to a point at least 50 yards from the building. They will remain quietly there until the teacher has checked the roll and the “all clear” is sounded.

Tornado Drills (Shelter for Tornado: Drop, Cover, and Hold)

When the tornado alarm is sounded, the students will follow the tornado alert procedure. Students will remain in drill position until announced by the office to resume regular schedule.

Bus Transportation

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules.
The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student’s bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student’s parent or legal guardian.

Students are eligible to receive district bus transportation if they meet the following requirements.

Notes: The Rules don’t specify who is responsible for instructing the students in safe riding practices.

Legal References: A.C.A. § 6-19-119 (b)

Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

Riding the school bus is a privilege which may be denied to anyone whose conduct becomes unsatisfactory. Students and parents are expected to read these regulations carefully. They must be followed if the school is to provide safe, efficient transportation for the students. Suspension, loss of bus riding privileges or other disciplinary actions may be imposed when students violate the rules.

I. While riding the bus one should:
   A. Obey the instructions and directions of the driver.
   B. Not distract the driver’s attention or disturb other bus riders. This means students are to remain quiet.
   C. Remain seated while bus is in motion or stopped.
   D. Keep all books, lunches, coats, etc. out of the aisle.

II. These are not permitted:
   A. Eating and drinking on a bus.
   B. Scuffling or fighting.
   C. Playing radios, tape players, band instruments, or other music players.
   D. Yelling.
   E. Throwing paper or any object in the bus or outside the window.
   F. Putting hands, arms, heads or any part of the body out the window.
   G. You must keep hands, feet, and all other objects to yourself.
   H. Electronics may only be used in accordance with the Mobile Devices Policy.
   I. No headgear.
   J. Defacing any part of the bus. Any damages will be paid for by the offender’s parents.

III. The penalties for disobeying the rules are a minimum of a warning to a maximum of bus suspension for up to a year.

Students who do not regularly ride the bus must have the written consent of their parents and the permission and the approval by the principal before they will be allowed to board the bus.

Regular bus students who wish to remain in town or ride another bus must have the written consent of their parents and the permission of the principal or they will be placed on their regular bus.
Definitions

1. **Expulsion:** Removal from school for the remainder of the year or permanently. This action shall be taken by the Board of Education only.
2. **OSS/Out School Suspension/Suspension:** Removal from school for a period of up to ten (10) days.
3. **In-School Suspension:** A form of suspension within the school. This occurs when a student's behavior warrants removal from classes for a period of time. It is an alternative to suspension or expulsion and is an effort by the administration to help the students.
4. **Homework:** Work assigned by the teacher to be done at home under the supervision of the parents/guardians.
   - **Make-up Work:** Work assigned by the teacher to the child who has was absent.
5. **Corporal Punishment:** Paddling.
6. **Parent:** This includes every parent, guardian or person having legal control of any student attending school.
7. **Reasonable Force:** The minimum amount of force necessary to stop or restrain a student from conducting himself/herself in an inappropriate manner or in a manner which could cause physical injury to an individual.
8. **Interim Report:** A report which is sent home by the teacher that will contain the grade averages which your child has accumulated since the previous nine weeks grading period. This report will need to be signed and returned to school via your child.
9. **Truancy:** A student who is absent without permission or without an approved excuse.

Section 12: Parent Involvement Plan/Parent-School Compact

EES Parent Involvement Plan Summary (Act 1423)

England Elementary School is committed to serving the needs of ALL students and their families. By use of the England School District Parent Center, PTO, ESD Webpage, teacher newsletters, LION folders, parent nights, and requested materials, England Elementary supports their families. England Elementary is always open to positive involvement by ALL families, community organizations, business partners, and political leaders in efforts of supporting their students to become successful and productive citizens.

England Elementary School-Parent Compact

****School Responsibilities

England Elementary School will:
1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
   - Provide continuous training for teachers and staff.
   - Conduct annual curriculum reviews.
   - Evaluate programs for supportive and effective learning environments.
   - Hold annual report to the public meetings to inform and explain the Title I, part A requirements and rights of parents to be involved in the Title I programs.
   - Be available upon parent request to aid in the HAC/ESchool.
   - Use the Response to Intervention Process school wide (using all available classified and certified staff).
• Instruction will be led in the building by the Instructional Facilitator and Instructional Interventionist under the direction of the building level principal and with the input of all teachers.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.
Specifically, those conferences will be held:
• Those conferences are held in the Fall and Spring of each school year.
• This compact will be handed out in the Fall of each school year (via the handbook) and discussed during the annual Title I meeting, as well as in the annual parent involvement meetings.

3. Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
• Parents are given access to online grades via HAC/ESchool (computer lab, public library, etc.)
• Mid-term reports and quarterly report cards are sent home in the form of a paper copy.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
• Parents can make an appointment with a teacher at any time, by calling the school office. Classified staff can relieve a teacher during instructional time to meet a parent’s needs, if necessary.
• Conference rooms are available on each campus for privacy during conferences.

5. Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:
• Parents can contact the Parent Coordinator or Parent Facilitator at any time to seek opportunities for volunteering (as a mentor, decorating bulletin boards, reading with students, WATCH Dogs, PTO, etc.).
• Parent surveys are conducted annually.
• Classroom observation is scheduled by each school in accordance to the student handbook.

****Parent Responsibilities

We, as parents, will support our children’s learning in the following ways:

• Monitoring attendance.
• Making sure that homework is completed.
• Monitoring amount of television their children watch.
• Volunteering in my child’s classroom.
• Participating, as appropriate, in decisions relating to my children’s education.
• Promoting positive use of my child’s extracurricular time.
• Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
• Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school’s School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State’s Committee of Practitioners, the School Support Team or other school advisory or policy groups. □
Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 20 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.

Section 13: Acceptable Use Policy

Introduction

England School District recognizes that access to technology in school gives students greater opportunities to learn, engage, communicate, and develop skills that will prepare them for work, life, and citizenship. We are committed to helping students develop 21st-century technology and communication skills.

To that end, we provide access to technologies for student and staff use.

This Acceptable Use Policy outlines the guidelines and behaviors that users are expected to follow when using school technologies or when using personally-owned devices on the school campus.

- The England School District network is intended for educational purposes.
- All activity over the network or using district technologies may be monitored and retained.
- Access to online content via the network may be restricted in accordance with our policies and federal regulations, such as the Children’s Internet Protection Act (CIPA).
- Students are expected to follow the same rules for good behavior and respectful conduct online as offline.
- Misuse of school resources can result in disciplinary action.
- England School District makes a reasonable effort to ensure students’ safety and security online, but will not be held accountable for any harm or damages that result from use of school technologies.
- Users of the district network or other technologies are expected to alert IT staff immediately of any concerns for safety or security.

Technologies Covered

England School District may provide Internet access, desktop computers, mobile computers or devices, videoconferencing capabilities, online collaboration capabilities, message boards, email, and more.

As new technologies emerge, England School District will attempt to provide access to them. The policies outlined in this document are intended to cover all available technologies, not just those specifically listed.

Usage Policies

All technologies provided by the district are intended for education purposes. All users are expected to use good judgment and to follow the specifics of this document as well as the spirit of it: be safe, appropriate, careful and kind; don’t try to get around technological protection measures; use good common sense; and ask if you don’t know.
Web Access

England School District provides its users with access to the Internet, including web sites, resources, content, and online tools. That access will be restricted in compliance with CIPA regulations and school policies. Web browsing may be monitored and web activity records may be retained indefinitely.

Users are expected to respect that the web filter is a safety precaution, and should not try to circumvent it when browsing the Web. If a site is blocked and a user believes it shouldn’t be, the user should follow district protocol to alert an IT staff member or submit the site for review.

Email

England School District may provide users with email accounts for the purpose of school-related communication. Availability and use may be restricted based on school policies.

If users are provided with email accounts, they should be used with care. Users should not send personal information; should not attempt to open files or follow links from unknown or untrusted origin; should use appropriate language; and should only communicate with other people as allowed by the district policy or the teacher.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Email usage may be monitored and archived.

Social/Web 2.0 / Collaborative Content

Recognizing the benefits collaboration brings to education, England School District may provide users with access to web sites or tools that allow communication, collaboration, sharing, and messaging among users.

Users are expected to communicate with the same appropriate, safe, mindful, courteous conduct online as offline. Posts, chats, sharing, and messaging may be monitored. Users should be careful not to share personally-identifying information online.

Mobile Devices Policy

England School District may provide users with mobile computers or other devices to promote learning outside of the classroom. Users should abide by the same acceptable use policies when using school devices off the school network as on the school network.

Users are expected to treat these devices with extreme care and caution; these are expensive devices that the school is entrusting to your care. Users should report any loss, damage, or malfunction to IT staff immediately. Users may be financially accountable for any damage resulting from negligence or misuse.

Use of school-issued mobile devices off the school network may be monitored.

Personally-Owned Devices Policy

Students should keep personally-owned devices (including laptops, tablets, smart phones, and cell phones) turned off and put away during school hours—unless in the event of an emergency or as instructed by a teacher or staff for educational purposes.

Because of security concerns, when personally-owned mobile devices are used on campus, they should not be used over the school network without express permission from IT staff. Users of personally-owned mobile devices will be required to sign an information sheet and contract before being used over the school network.
Security

Users are expected to take reasonable safeguards against the transmission of security threats over the school network. This includes not opening or distributing infected files or programs and not opening files or programs of unknown or untrusted origin.

If you believe a computer or mobile device you are using might be infected with a virus, please alert IT. Do not attempt to remove the virus yourself or download any programs to help remove the virus.

Downloads

Users should not download or attempt to download or run .exe programs over the school network or onto school resources without express permission from IT staff.

You may be able to download other file types, such as images of videos. For the security of our network, download such files only from reputable sites, and only for education purposes.

Netiquette

Users should always use the Internet, network resources, and online sites in a courteous and respectful manner.

Users should also recognize that among the valuable content online is unverified, incorrect, or inappropriate content. Users should use trusted sources when conducting research via the Internet.

Users should also remember not to post anything online that they wouldn’t want parents, teachers, or future colleges or employers to see. Once something is online, it’s out there—and can sometimes be shared and spread in ways you never intended.

Plagiarism

Users should not plagiarize (or use as their own, without citing the original creator) content, including words or images, from the Internet. Users should not take credit for things they didn’t create themselves, or misrepresent themselves as an author or creator of something found online. Research conducted via the Internet should be appropriately cited, giving credit to the original author.

Personal Safety

Users should never share personal information, including phone number, address, social security number, birthday, or financial information, over the Internet without adult permission. Users should recognize that communicating over the Internet brings anonymity and associated risks, and should carefully safeguard the personal information of themselves and others. Users should never agree to meet someone they meet online in real life without parental permission.

If you see a message, comment, image, or anything else online that makes you concerned for your personal safety, bring it to the attention of an adult (teacher or staff if you're at school; parent if you're using the device at home) immediately.
Cyberbullying

Cyberbullying will not be tolerated. Harassing, dissing, flaming, denigrating, impersonating, outing, tricking, excluding, and cyberstalking are all examples of cyberbullying. Don’t be mean. Don’t send emails or post comments with the intent of scaring, hurting, or intimidating someone else.

Engaging in these behaviors, or any online activities intended to harm (physically or emotionally) another person, will result in severe disciplinary action and loss of privileges. In some cases, cyberbullying can be a crime. Remember that your activities are monitored and retained.

Education

England School District will hold annual assemblies to educate minors about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms, cyberbullying awareness and response, and cyber ethics and safety. In addition to the assemblies, students will be educated in their computer classes about appropriate online behavior.

Examples of Acceptable Use

I will:

✓ Use school technologies for school-related activities.
✓ Follow the same guidelines for respectful, responsible behavior online that I am expected to follow offline.
✓ Treat school resources carefully, and alert staff if there is any problem with their operation.
✓ Encourage positive, constructive discussion if allowed to use communicative or collaborative technologies.
✓ Alert a teacher or other staff member if I see threatening, inappropriate, or harmful content (images, messages, posts) online.
✓ Use school technologies at appropriate times, in approved places, for educational pursuits.
✓ Cite sources when using online sites and resources for research.
✓ Recognize that use of school technologies is a privilege and treat it as such.
✓ Be cautious to protect the safety of myself and others.
✓ Help to protect the security of school resources.

This is not intended to be an exhaustive list. Users should use their own good judgment when using school technologies.

Section 14: Appeals/Complaints/Miscellaneous Law

Appeals Procedure

The England School Board recognizes that there are times when parents do not agree with the actions taken or the decisions made by school personnel. If a parent wishes to appeal a decision or action taken by a school official, the parent must begin with the person who made the decision. Further appeals should be made to the next level in the organization. The organizational levels are as follows:

Level 1: Teacher or Staff Member
Level 2: Principal
Level 3: Superintendent

Appeals will be referred back to the appropriate level if the person at that level has not had an opportunity to hear the appeal.
Title IX

In June, 1972, Congress passed Title IX of the Education Amendments, a law which affects virtually every education institution in the nation. The law prohibits discrimination by sex in educational programs that receive federal funds.

1. The law states in part that “no person in the United States shall on the basis of sex be excluded from participation in, be denied the benefits of or be subjected to discrimination under any educational programs or activity receiving federal assistance . . .”
2. Male and female students must be eligible for benefits, services and financial aid without discrimination on the basis of sex.
3. There should be a person designated as the grievance officer for Title IX.

Grievance Procedures for Filing, Processing and Resolving

- ALLEGED TITLE VI (RACE) OF THE CIVIL RIGHTS ACT OF 1964
- TITLE IX (SEX) OF THE EDUCATION AMENDMENT OF 1972
- SEXUAL HARRASSMENT*
- SECTION 504 (HANDICAP) OF THE REHABILITATION ACT OF 1973
- DISCRIMINATION COMPLAINTS (STUDENTS AND EMPLOYEES)

1. Complaints Concerning the Above May Come From the Following: Students, parents, teachers, other employees and concerned citizens or organizations. A grievance is any complaint which alleges that a school district receiving federal funds (or an official or employee acting on its behalf) has, through policy, procedures or practice, acted in a way which is prohibited by policy or law.
2. Pre-filing Procedures: Prior to the filing of a written complaint, the student or employee is encouraged to visit with the Equity Coordinator. A reasonable effort should be made to resolve the problem or complaint.
3. Procedures for Filing Complaints: All complaints by the party/parties listed above should be in writing and submitted to the Equity Coordinator on the England School District Complaint Form no later than five (5) working days after the day on which the alleged grievance occurred. The complaint form should be dated and signed.
4. Procedures for Handling Complaints:
   A. The Equity Coordinator, upon receipt of a complaint, will meet with the principal of the school, who has the administrative responsibility for the program. The principal will then appoint a committee made up of a parent, at least one teacher, a school administrator and a student, if applicable. This shall be done within (5) working days of the date on which the complaint was filed.
   B. The above committee shall hold a hearing with the complaining party/parties within five (5) working days of their appointment.
   C. All hearing proceedings will be recorded in writing.
   D. During the hearing the complaining party/parties shall have the opportunity to question witnesses, question parties involved and present evidence.
   E. The committee will make a written report of their findings to the superintendent.
   F. A decision based on the findings of the committee will be made by the superintendent. This decision shall be in written form and will be sent to the complaining party/parties within five (5) working days from the time the report (E) was filed with the superintendent.
   G. If the grievant or respondent is not satisfied with the decision of the superintendent, they must notify the Equity Coordinator within five (5) working days and request a hearing with the School Board. The Equity Coordinator will schedule a hearing with the Board, which will be conducted within thirty (30) days from the date of their notification.
H. A final decision will be issued by the School Board within ten (10) working days after the hearing regarding the validity of the grievance and any action to be taken.
I. Established timelines may be waived upon the mutual consent of parties to the grievance. The total number of days from the date the complaint is filed until the complaint is resolved shall be no more than 180 days.

5. Appeal
A. The complaining party/parties shall have the right to appeal to the administrator’s decision within thirty (30) days after the receipt of the local decision to the Equity Assistance Center, #4 Capitol Mall, Room 402A, Little Rock, Arkansas 72201-1071, phone number 501-682-4213.
B. This appeal should be written, signed and dated.

*(Definition of Sexual Harassment)*

Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student constitute sexual harassment when:

a. submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual’s education,
b. submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual, or
c. such conduct has the purpose or effect of substantially interfering with an individual’s academic or professional performance or creating an intimidating, hostile, or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:

- Verbal harassment
- Pressure for sexual activity
- Repeated remarks to a person with sexual or demeaning implications
- Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one’s grades, job, etc.
- Inappropriate patting or pinching
- Intentional brushing against a student’s or an employee’s body
- Any sexually motivated unwelcome touching
COMPLAINT FORM

TYPE OF GRIEVANCE

Check one of the following:
Title VI (Race) _________________________
Title IX (Sex) _________________________
Section 504 (Handicap) _________________________
Person Filing Complaint: (Name) __________________________

Is the person filing the complaint a: (check one)
Student __________________ or Employee ________________________

Nature and date of the alleged violation: __________________________________
______________________________________________________________________
______________________________________________________________________

Names of persons responsible: (where known) _________________________
______________________________________________________________________

Requested action: ______________________________________________________

Signature: ___________________________ Date: ______________

ENGLAND SCHOOL DISTRICT

In keeping with the guidelines of Title VI, Section 601, Civil Rights Act of 1964; Title IX, Section 901, Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; and Standard XV of the 1984 Standards for Accreditation of Arkansas Public Schools, Act 231 of 1985; England School District assures that no person on the bases of race, color, national origin, age, sex, or handicap be excluded from participation in, be denied benefits of or be subjected to discrimination under any program or activity receiving federal financial assistance.

Coordinator: Title VI, IX – Mindi Mickey-Martin, 510 Pine Bluff Highway, England, AR 72046,
Telephone 501-842-2996. Coordinator: Section 504- Judy Ruh, 510 Pine Bluff Highway, England, AR 72046,
Telephone 501-842-2996. Any person having inquiries concerning compliance with Title VI (Race),
Title IX (Sex), Section 504 (Handicap) or Standard XV (Equity) is directed to contact the above appropriate
coordinator.
Conclusion

No matter where you go or what you do, you will find certain regulations to guide you. Naturally, there are rules and regulations at England Elementary School. They are meant for your benefit.

Your conduct at all times should reflect the good upbringing you have had. You should show respect for the property, rights and privileges of others, just as you expect and appreciate this when others show it to you. You are responsible to the school authorities and teachers for your conduct while you are a school citizen. Good behavior can help make your school life safe, happy and rewarding one.

Your conduct at all England School District activities is a reflection on your school. We expect you to be worthy of the respect of others at all times.

We want you to be proud of your school and your fellow students, and each of you has a responsibility for the school’s reputation.
England Elementary School Handbook Committee

2015-2016

(Met in Spring 2015)

All EES teachers/staff/administration met and had open involvement in the handbook updates for 15/16 school year. This meeting was held in May 2015.

Parents and Students
   Leslie Triplett
   Jase Triplett
   Felicia Muhammad
   Caleb and Christopher Muhammad
   Bobette Green
   Ethan and Gabby Green
   Tara Biggs
   Carla Zermeno
   Beverly Grist
   Carrie Wooten
   Lacoya Stewart-Blake