

ResponsiveEd[®]

2016–2017 Parent/Student Handbook



2016–2017 ResponsiveEd® – Arkansas

Premier High School of Little Rock

PARENT/STUDENT

HANDBOOK

and Student Code of Conduct

Adopted by the Board of Trustees

WELCOME

Dear Students and Parents,

On behalf of the Campus Director/Headmaster, teachers, and other school staff, welcome! We wish this year to be an especially productive experience for each student. For this to happen, we all have to work together: students, parents, and staff. This Parent/Student Handbook (“Handbook”) is designed to help us accomplish that goal.

This Handbook contains information that both students and parents need for reference during the school year. **Throughout this Handbook you will notice symbols that indicate whether a policy applies only to students at certain grade levels. “[E]” applies to grades K–5, “[M]” applies to grades 6–8, and “[H]” applies to grades 9–12. If there is no symbol next to a statement, then it applies to ALL STUDENTS.**

We have attempted to make the language as straightforward as possible; however, a couple of words should be defined. Please be aware that the term “parent” is used to refer to the parent, legal guardian, or other person who has agreed to assume a school-related responsibility for a student. Also, the term “campus” is used to refer to school property as well as the geographic area within 300 feet of school property as measured from any point on the real property boundary line. Thus, to prohibit an activity on “campus” is to prohibit the activity on school property and within 300 feet of school property.

This Handbook is divided into six sections. The first section includes general information regarding school policy and procedures. The second section provides important health and safety information. The third section provides information about academics and grading. The fourth section is the Student Code of Conduct. Both students and parents need to be familiar with the Student Code of Conduct, which is intended to promote school safety and an atmosphere for learning. In addition to its inclusion in this document, it is also posted on the school website. The fifth section is especially for parents, with information regarding parental rights. The sixth section contains important information regarding campus procedures specific to Premier High School of Little Rock. Finally, the appendix contains important notices regarding student information, computer resources, electronic communication devices, and the school grievance policy.

Please be aware that this Handbook is updated yearly, while policy adoption and revision may occur throughout the year. Changes in policy that affect Handbook provisions will be made available to students and parents through newsletters, the school website, and other communications. **In case of conflict between Board Policy and any provision of this Handbook, the provision that was most recently adopted by the Board of Trustees will be followed. Additionally, please refer to the Campus Procedures on your campus for specific details in categories where this is indicated in the Parent/Student Handbook.**

Please review this entire Handbook and keep it as reference during this school year. Please take the time to look over the information provided. If you have any questions about the material in this Handbook, please contact your Campus Director/Headmaster. Understanding this information will assist you in the path to success.

Sincerely,

Dr. Mary Ann Duncan
Superintendent

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SECTION I:

GENERAL POLICIES AND PROCEDURES

Assignments of Students to Classes

Any student transferring from a school accredited by the Department of Education to another school accredited by the Department of Education 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 school that is accredited by the Department of Education shall be evaluated by the staff of that accredited school to determine that student's proper placement in the accredited school.

Attendance Policy

Regular school attendance is essential for the student to make the most of his or her education—to benefit from teacher-supervised activities, to build each day's learning on that of the previous day, and to grow as an individual. Absences from class may result in a serious disruption of a student's mastery of the instructional materials; therefore, the student and parent should make every effort to avoid unnecessary 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.

Compulsory Attendance

While the school is open and free to all persons in Arkansas between the ages of 5 and 21, the state compulsory attendance law requires all students who are ages 5 through 17 on or by August 1 to be in school that school year with the exception of five-year-old children for whom kindergarten has been waived by the parent. School staff must investigate and report violations of the state compulsory attendance law. A student with an unauthorized absence from school, including any unauthorized absence from an individual class and leaving a classroom or the campus without permission, will be considered "truant" and subject to disciplinary action.

Truancy may also result in assessment of penalties by a court of law against the parent. The school shall notify the prosecuting authority whenever the student is absent, without excuse, on 10 or more days in a semester.

Attendance for Credit

To receive credit in a class, a student must miss no more than 10 days per semester the class is offered. These days include both excused and unexcused absences. A student who misses more than 10 days the class is offered may be referred to the Attendance Committee to determine whether there are extenuating circumstances for the absences and how the student can regain credit.

In determining whether there were extenuating circumstances for the absences, the Attendance Committee will use the following guidelines:

1. All absences will be reviewed, with special consideration given for religious holy days, documented health care appointments for which routine make-up work has been completed, and other special circumstances as defined by the Arkansas Education Code.
2. For a student transferring into the school after school begins, including a migrant student, only those absences after enrollment will be considered.
3. In reaching consensus about a student's absences, the committee will attempt to ensure that its decision is in the best interest of the student.
4. The committee will consider whether the absences were for reasons over which the student or parent could exercise control.
5. The committee will consider the acceptability and authenticity of documentation expressing reasons for the student's absences.
6. The committee will consider the extent to which the student has completed all assignments, mastered the essential knowledge and skills, and maintained passing grades in the course or subject.
7. The student, parent, or other representative will be given an opportunity to present any

information to the committee about the absences and to discuss ways to earn or regain credit.

If credit is lost because of excessive absences, the Attendance Committee will decide how the student may regain credit. The student or parent may appeal the committee's decision to the Superintendent by filing a written request with the Superintendent. The appeal notice must be postmarked to the following address within seven days following the Attendance Committee's final decision to deny course credit:

Responsive Education Solutions
Notice of Appeal: Class Credit
Attn: Superintendent
P.O. Box 292730
Lewisville, Texas 75029

Excused and Unexcused Absences

The following absences are considered excused absences:

1. personal illnesses that do not exceed three consecutive days (Illnesses that extend beyond three days will require a doctor's note.);
2. family emergency;
3. observing religious holy days;
4. juvenile court proceeding documented by a probation officer;
5. appearing at a governmental office to complete paperwork required in connection with the student's application for United States citizenship;
6. taking part in student's United States naturalization oath ceremony;
7. documented health care appointment, if the student begins classes or returns to school on the same day as the appointment;
8. serving as an election clerk;
9. serving as a page for the General Assembly;
10. serving in-school or out-of-school suspension;
11. required screening, diagnosis, and treatment for Medicaid-eligible students;
12. documented college visit by a junior or senior student (see "College Days [H]," p. 21); or
13. temporary absence resulting from any cause acceptable to the Campus Director/Headmaster.

Any absence not listed above will be considered an unexcused absence. Examples of unexcused absences include, but are not limited to, class cuts, car trouble, oversleeping, personal business, vacation, etc.

Required Documentation of Absences

When a student must be absent from school, it is the parent's responsibility to call the school office each day to explain the reason for the student's absence. Upon returning to school, the student must bring a note to the school office, signed by the parent, which describes the reason for the absence. In order to excuse the absence, the note must:

1. be submitted to the school office within two school days of the student's return to school, and
2. describe an acceptable reason for the absence (see "Excused and Unexcused Absences" p. 2).

Notification to Parents

The school will notify the parent by mail when the student is absent from school, without excuse, on 5 days in a semester. The notice will inform the parent of, among other things, the need for a conference between the parent and the Attendance Officer/Campus Director/Headmaster to discuss the absences.

Refer to the Campus Handbook Procedures for additional attendance requirements (p.47).

Cell Phones and Other Electronic Devices

Possession of cell phones, computers, and other devices capable of electronic communications at school is a privilege, not a right. Possession and use of such devices at school or school-related events or activities shall be subject to school approval and regulations. Any such devices may be confiscated, powered on, and searched by school officials if there is a reasonable cause to believe that the devices have been used in the transmission or reception of communications prohibited by law, policy, or regulation (see "Telecommunications or Other Electronic Devices," p. 38).

Change of Address or Telephone Number

When the address or telephone number of a student has been changed, it is the responsibility of the parent to notify the school office immediately. Proof of residency at the new address may be required.

Check Acceptance Policy

All personal checks written to the school must include the driver's license number, full name, current address, and current phone number of the account holder.

In the event that a check written to the school is returned unpaid by the bank, the account holder agrees that the school may collect a return check fee of \$30 plus applicable sales tax. The school may contract with a collection company in an effort to redeem returned checks. The use of a check for payment is the account holder's acknowledgement and acceptance of this policy and its terms.

Child Care Programs

Child care programs may be provided on a campus-by-campus basis before or after school. Fees for these programs may vary by depending on number of participants and need. Fees may be imposed for not adhering to mandated times for student drop-off or pick-up. At the discretion of the Campus Director/Headmaster, such services may be revoked for habitual abuse of early drop-off or late pick-up. Continual abuse of mandated program times may be considered as neglect and thus may be treated as such.

Students who are not enrolled in an After-School Care Program and whose parents are more than 15 minutes late for pick-up may be placed in the After-Care Program for appropriate supervision and the parents charged the daily rate for the service.

Closed Campus

The school operates on the closed campus concept. Specifically, this means that students are not allowed to leave campus for any reason during the school day, including during meal periods, without first obtaining permission from the school office (see "Leaving Campus During the School

Day," p. 8). Students who drive are to park their cars and get out at once and enter the building. Students may not return to the parking lot without permission.

Clubs and Organizations

Participation in school-sponsored activities is an excellent way for a student to develop talents, receive individual recognition, and build strong friendships with other students; participation, however, is a privilege, not a right.

All students are encouraged to participate and take an active part in student clubs and organizations.

Eligibility

Eligibility for participation in many of these activities is governed by state law and the rules of the Arkansas Activities Association ("AAA")—a statewide association overseeing inter-district competition or other organizations offering competitive opportunities for extracurricular activities. If a student is involved in an academic, athletic, or music activity governed by AAA, the student and parent are expected to know and follow all rules of the AAA organization.

The following requirements apply to all extracurricular activities:

1. A student who receives at the end of a grading period a grade below 70 in any academic class—other than an Advanced Placement or International Baccalaureate course; or an honors or dual-credit course in English language arts, mathematics, science, social studies, economics, or a language other than English—may not participate in extracurricular activities for at least three school weeks. Students enrolled in honors must have a grade of 70 or higher at the end of a grading period for eligibility purposes only. Weighted grades may be used for determination of meeting the passing grade requirement. For example, AP classes may be weighted differently. As such, a passing grade in an AP course may actually be slightly below 70 before the weighting is applied. This circumstance will be examined and approved by the Campus Director for purposes of eligibility for school activities.
2. A student with disabilities who fails to meet the standards in the Individualized Education Program ("IEP") may not

- participate for at least three school weeks.
3. An ineligible student may practice or rehearse.
 4. A student regains eligibility after the seven calendar-day waiting period has ended following a grading period or the three-school-week evaluation period when the Campus Director and teachers determine that the student has earned a passing grade (70 or above) in all classes, other than those that are exempted.
 5. Only students enrolled full time at the school may participate in school-recognized clubs and organizations.
 6. Written parental permission and all other medical, insurance, release, and other forms deemed appropriate by Responsive Education Solutions, the local campus, and governing organizations are required in order for a student to participate in any club or organization that is not required for a particular course or does not result in academic credit.

Code of Conduct

Sponsors of student clubs and organizations may establish standards of behavior—including consequences for misbehavior—that are stricter than those for students in general. If a violation is also a violation of school rules, the consequences specified by the “Student Code of Conduct” or by local policy will apply in addition to any consequences specified by the organization’s standards of behavior.

For a student to be eligible to serve as a club or organization officer, he or she must be passing in all subjects. Unsatisfactory conduct while in office and/or failure to render satisfactory service shall be considered grounds for removal from said office. Removal from office shall be at the discretion of the staff sponsor of the club or organization with the approval of the Campus Director/Headmaster.

New Clubs or Organizations

Students desiring to form a new club or organization shall submit a written request to the Campus Director/Headmaster at the school office, containing the following mandatory elements:

1. a statement of the club’s or organization’s purposes, goals, and activities;

2. signatures of a minimum of 10 students who wish to participate in the club or organization;
3. if participation in the club or organization is not required for a particular course or does not result in academic credit, written parental permission of each student signatory to participate in the club or organization;
4. written agreement of a teacher who has agreed to serve as the staff sponsor for the club or organization;
5. a description of any funding or other assistance received from, or affiliation with, any non-student groups; and
6. a schedule of its proposed meeting times.

Fundraising

The Campus Director/Headmaster must approve any plan or activity used by a club or organization for making money. Only activities that raise money through payment of admissions or where value is received for money paid may be conducted. No advertising will be sold without the approval of the Campus Director/Headmaster.

Meetings

Only school-recognized student clubs and organizations are permitted to meet on school property during non-instructional time.

Yearbook

Only school-recognized clubs and organizations will be featured in the yearbook.

Conferences with Teachers and Campus Director/Headmaster

Because the Campus Director/Headmaster and teachers are busy serving students during the school day, they are unable to accommodate unscheduled telephone calls or in-person conferences. When parents feel it is advisable to contact the Campus Director/Headmaster or teachers personally, they are encouraged to leave their telephone numbers with the school office in order that the Campus Director/Headmaster or teacher may return the call later. Personal conferences are welcome if a telephone conversation does not prove adequate. To schedule an in-person conference with the Campus Director/Headmaster or a teacher at a mutually convenient time, please call the school

office for an appointment. Parents may also communicate with the Campus Director/Headmaster and teachers via e-mail regarding school-related business.

Deliveries

Deliveries for students for celebratory or special occasions will not be accepted by the school. This includes food, flowers, balloons, cookie bouquets, singing telegrams, etc.

Dress Code

The school dress code is established to teach grooming and hygiene, to prevent disruption, and to minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with this dress code.

In order to maintain an orderly environment, all students shall be required to meet the minimum expectations of the school dress code. Dress and clothing that unduly attracts the attention of other students often precipitate comments and/or other reactions that are disruptive.

Safety, general health, and hygiene are factors that are also considered in the establishment of this dress code. The provisions of this dress code shall be enforced equally with regard to all students to whom the provisions apply.

The following criteria for a student's personal dress and grooming standards provide the minimum requirements. **Refer to the Campus Procedures for additional dress code requirements (p. 49).**

School Uniforms

The Board of Trustees has determined that school uniforms improve the learning environment at the school. As such, each school has been authorized to adopt rules that require students to wear school uniforms. Refer to the Campus Procedures for information regarding whether the school requires school uniforms and, if so, the applicable guidelines.

Exemption

Where students are required to wear school uniforms, parents may choose to exempt their student from the requirement to wear uniforms by providing a written request to the Campus Director at the school office, stating a bona fide

religious or philosophical objection to the requirement.

General Criteria

A student's personal dress and grooming standards shall not:

1. lead school staff to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from school activities; or
2. create a health or other hazard to the student's safety or to the safety of others.

Specific Criteria

1. Clothing containing offensive slogans, symbols, or other suggestive or controversial designs is not allowed.
2. Clothing depicting drugs, alcohol, tobacco products, or violence is not allowed.
3. Startling, unusual, or immodest attire of any sort is not allowed. Fads in hairstyles, clothing, or anything designed to attract attention to the individual or to disrupt the orderly conduct of the classroom or campus is not allowed.
4. Hair is to be clean and well-groomed. Unusual coloring (e.g., red, blue, purple, etc.) or excessive hairstyles (e.g., "tails," "designs," "puffs," etc.) are not allowed.
5. Words, symbols, or designs shaved in hair (including facial hair and eyebrows) are not allowed.
6. Clothing, tattoos, and other articles that are considered "gang-related" are not allowed.
7. Extremely baggy clothing is not allowed. Pants, shorts, etc., are not to be worn below the waistline and should be appropriately sized.
8. Shorts may be worn, but must reach at least fingertip length. Tight-fitting shorts or "short shorts" are not allowed.
9. Tongue rings and visible body piercings, other than earrings, are not allowed. Dangling earrings are not allowed.
10. Visible tattoos and body art are not allowed.
11. Cutoffs, boxer shorts, pajama bottoms, bike shorts, short leggings as outer garments, etc., are not allowed.
12. Hats, scarves, bandanas, hair coverings, sweatbands, or hooded shirts are not allowed except under circumstances

designated by the Campus Director/Headmaster.

13. Torn, ripped, or cut clothing is not allowed.
14. Trench coats and dusters are not allowed.
15. Grills or temporary decorations on teeth are not allowed.
16. Chains, handcuffs, jewelry, or accessories that suggest weaponry are not allowed.
17. Students are to wear appropriate shoes at all times. House shoes and shoes with wheels are not allowed.
18. Excessive makeup is not allowed.

Boys: Additional Guidelines

1. Shirts are to have sleeves.
2. Mustaches, beards, and other facial hair must be kept neat and trimmed.

Girls: Additional Guidelines

1. Apparel that is too tight or too short to prevent modesty is not allowed.
2. Low-cut apparel is not allowed.
3. Girls are to wear sufficient undergarments.
4. The following are unacceptable: clothing designed with shoulder straps less than three inches wide, bare midriffs, halters, or bare backs.

Enforcement Procedures

If the student’s dress or grooming is inappropriate or objectionable under these provisions, the Campus Director/Headmaster or designee shall request the student to make appropriate corrections. If the student refuses, the Campus Director/Headmaster or designee shall notify the student’s parent and request that the parent make the necessary correction. If both the student and parent refuse, the Campus Director/Headmaster shall take appropriate disciplinary action, including removal from school until the student is in compliance with the dress code. **Decisions of the Campus**

Director/Headmaster or designee regarding dress and grooming are considered final.

Failure to comply with the dress code will result in disciplinary action.

Enrollment of New Students

Admission and enrollment of students shall be open to any person who is eligible for admission based on lawful criteria identified in the school’s

charter, e.g., qualifying residency and disciplinary history. The total number of students enrolled in the school shall not exceed the number of students approved in the school’s charter or subsequent amendments. Applications for admission shall be due by a reasonable deadline to be set each year by the school—i.e., the close of the “open-enrollment period.”

Children may enter kindergarten in an Arkansas public school if they will attain the age of five (5) years on or before August 1 of the year in which they are seeking initial enrollment. A child moving from another state may enter kindergarten upon written request to the school district if the child:

1. Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days;
2. Will become five (5) years old during the year in which he or she is enrolled in kindergarten; and
3. Meets the basic state residency requirement for school attendance.

Acceptable forms of Date of Birth documentation include: birth certificate, registrar statement, baptismal certificate, passport, affidavit, military ID, or previous school records. If you do not provide your child’s social security number, a 9-digit number will be assigned.

Lottery

If the number of eligible applicants does not exceed the number of vacancies, then all eligible applicants who have timely applied during the open-enrollment period will be offered admission. If there are more eligible applicants than available spaces in a class/grade/school, then a lottery will be conducted at a time set by the school each year. A name (or number assigned to a name) will be drawn for each vacancy that exists, and each applicant whose name (or number) is drawn will be offered admission. The remaining names will then be drawn and placed on a waiting list in the order in which they were drawn.

Notification of admission will be made by telephone, e-mail, or U.S. Postal Service. Failure of a parent to respond within 48 hours of the date of the telephone call or e-mail, or within three business days of a post-marked letter, will forfeit his or her position in the lottery. Parents should call the school immediately upon receipt of the notice in order to preserve their student’s position in the lottery.

If a vacancy arises, the individual on the waiting list with the lowest number assignment will be offered admission and then removed from the waiting list. If an application is received after the open-enrollment period has passed, the applicant's name will be added to the waiting list behind the names of the eligible applicants who timely applied.

Exceptions

Federal guidelines permit the school to exempt from the lottery process students who are already admitted under the charter, siblings of students already admitted under the charter, and children of the charter's founders, teachers, and staff.

Residency Information

To be eligible for continued enrollment in the school, the parent must show proof of residency at the time of enrollment. Failure to comply with this requirement will result in the immediate initiation of procedures to exclude students from enrollment.

Residency may be verified through observation, documentation, and other means, including, but not limited to:

1. a recently paid rent receipt,
2. a current lease agreement,
3. the most recent tax receipt indicating home ownership,
4. a current utility bill indicating the address and name of the residence occupiers,
5. mailing addresses of the residence occupiers,
6. visual inspection of the residence,
7. interviews with persons with relevant information, or
8. building permits issued to a parent on or before September 1st of the school year in which admission is sought (permits will serve as evidence of residency for the school year in which admission is sought only).

Falsification of residence on an enrollment form is a criminal offense.

Disciplinary History

The school shall exclude a student from admission who has been expelled from another public school district in accordance with Title 6 of the Arkansas Education Code.

Non-Discrimination

It is the policy of the school to prohibit discrimination in student admission on the basis of gender, national origin, race, ethnicity, religion, disability, or athletic eligibility.

Fees

Materials that are part of the basic educational program are provided with state and local funds at no charge to a student. A student, however, is expected to provide his or her own pencils, paper, pens, erasers, notebooks, calculators, headsets, etc., and may be required to pay certain other fees or deposits, including, but not limited to, payment of:

1. a fee for materials for a class project that the student will keep, if the fee does not exceed the cost of materials;
2. membership dues in voluntary student clubs or organizations and admission fees to extracurricular activities;
3. a security deposit for the return of materials, supplies, or equipment;
4. a fee for voluntarily purchased items, such as student publications, class rings, pictures, yearbooks, graduation announcements, etc.;
5. a fee for voluntary student health and accident benefit plan;
6. a reasonable fee, not to exceed the actual annual maintenance cost, for the use of musical instruments and uniforms owned or rented by the school;
7. a fee for items of personal apparel used in extracurricular activities that become the property of the student;
8. a parking fee;
9. a fee for a student identification card;
10. a fee for lost, damaged, or overdue textbooks, library books, technological equipment, and academic curriculum materials; or
11. a fee specifically permitted by any other statute.

Leaving Campus During the School Day

A student who will need to leave campus during the day must submit a note to the school office from his or her parent which provides the following information:

1. student's name,
2. reason for student's need to leave campus,
3. time student will need to be gone from campus,
4. phone number where parent may be reached to confirm parent's permission,
5. parent's name, and
6. parent's signature.

No student will be permitted to leave campus before the school office confirms the student's need to leave campus with the student's parent by phone.

Students who fail to check in/out before leaving and/or returning to campus will be considered truant from any instructional hours missed.

Students will not be allowed to leave in the custody of any person not named on the Student Registration Card. Photo identification is required.

Doctor's appointments should be scheduled, if possible, at times when the student will not miss instructional time.

Lockers

Lockers, if provided by the school, are purchased, furnished, and maintained by the school and remain the property of the school. The decision to assign lockers rests with the Campus Director/Headmaster. No charges are made for their use. Items of non-school nature should not be placed or kept in lockers as they are subject to inspection at any time without prior notice to or permission from students. A student has full responsibility for the security of the locker and is responsible for making certain that it is locked and that the combination is not available to others. Searches of lockers may be conducted at any time, whether or not the student is present.

Any student who shall place, keep, or maintain any article or material in a school-owned locker that is of a non-school nature and materially and substantially interferes with, or the Campus Director/Headmaster has reasonable cause to believe would materially and substantially interfere with, school activities or school-sponsored functions or with the rights of school

staff or other students, shall be subject to discipline.

Lost and Stolen Items

All articles, including books, found on campus should be taken to the school office. All articles not claimed at the end of the school year will be disposed of through proper channels. Students are not to bring electronic entertainment devices and other personal items to school. The school is not responsible for lost or stolen items.

Messages for Students

It is not possible to receive and deliver telephone messages and/or supplies to students without interrupting classes and interfering with the learning environment that the school staff works so hard to maintain. In the case of an emergency, the school office should be contacted for assistance.

Notice of Non-Discrimination

The school, as an equal opportunity educational provider and employer, does not discriminate on the basis of race, sex, national origin, ethnicity, religion, age, or disability in employment decisions, including hiring and retention of administrators, teachers, and other employees whose salaries or benefits are derived from any public moneys.

Parking Regulations [H]

Being able to bring a vehicle on campus is a privilege. The school is not responsible for damage to a vehicle that occurs while it is on campus. A student has full responsibility for the security of his or her vehicle and must make certain that it is locked and that the keys are not given to others. Permission is required for any student who finds it necessary to go to his or her vehicle during the school day.

Vehicles parked on campus are under the jurisdiction of the school. School officials may search any vehicle any time there is reasonable cause to do so, with or without the presence of the student.

Parking Fee

Students who wish to drive to campus must submit a "Vehicle Identification Form," provide a copy of the student's driver's license and insurance, pay the required parking permit fee, and park in designated student parking areas.

Operation of Motor Vehicles on Campus

Any law or ordinance regulating traffic on a public highway or street also applies to the operation of a vehicle on campus. In addition to potential city citations for violation of motor vehicle traffic laws or ordinances, students will receive a warning and referral to the Campus Director's/Headmaster's office for the following violations:

1. parking in a fire lane,
2. failure to park in a designated student parking area,
3. jumping (driving over) a curb,
4. double parking,
5. parking in a handicapped space or walkway,
6. parking in a crosswalk or ramp,
7. ignoring instructions from school staff monitoring the parking lot, or
8. parking on a water sprinkler.

A student who has had parking privileges revoked may have his or her car towed at the student's expense.

Pledge of Allegiance/Minute of Silence

Each school day, students will recite the Pledge of Allegiance to the United States flag and the Pledge of Allegiance to the Arkansas flag. Parents may submit a written request to the Campus Director/Headmaster at the school office to excuse their student from reciting a pledge.

One minute of silence will follow recitation of the pledges. During the one-minute period, each student may choose to reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract others. Students may not be excused from participation in the required minute of silence.

Religious Expression

Student Expression of Religious Viewpoints

The school shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Religious Expression in Class Assignments

Students may express the students' beliefs about religion in homework, artwork, and other written and oral assignments free from discrimination based on the religious content of the students' submission. Homework and classroom work shall be judged by ordinary academic standards of substance and relevance and against other legitimate pedagogical concerns identified by the school. Students may not be penalized or rewarded on account of religious content. If a teacher's assignment involves writing a poem, the work of a student who submits a poem in the form of a prayer (for example, a psalm) should be judged on the basis of academic standards, including literary quality, and not penalized or rewarded on account of its religious content.

Freedom to Organize Religious Groups and Activities

Students may organize prayer groups, religious clubs, "see you at the pole" gatherings, and other religious gatherings before, during, and after school to the same extent that students are permitted to organize other non-curricular student activities and groups. Religious groups must be given the same access to school facilities for assembling as is given to other non-curricular groups, without discrimination based on the religious content of the group's expression. If student groups that meet for non-religious activities are permitted to advertise or announce the groups' meetings, for example, by advertising in a student newspaper, putting up posters, making announcements on a student activities bulletin board or public address system, or handing out leaflets, school authorities may not discriminate against groups that meet for prayer

or other religious speech. School authorities may disclaim sponsorship of non-curricular groups and events, provided they administer the disclaimer in a manner that does not favor or disfavor groups that meet to engage in prayer or other religious speech.

Prayer

Each student has an absolute right to individually, voluntarily, and silently pray or meditate in school in a manner that does not disrupt the instructional or other activities of the school. The school will not require, encourage, or coerce a student to engage in or refrain from such prayer or meditation during any school activity.

Respect for All

The school has a diverse student population and strives to maintain an environment of respect and acceptance. Students must not engage in harassing behaviors motivated by ethnicity, gender, color, religion, national origin, or disability directed toward another student.

Students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

School Calendar

The school operates according to the annually Board-adopted school calendar. Refer to the Campus Procedures for procedures relating to the announcement of school closings in the event of bad weather. Holidays may be used as school make-up days for days lost due to bad weather. The latest changes to the calendar will be available on the school website.

School Day Schedule

Refer to the Campus Procedures for information regarding the school-day schedule and whether supervision of students before or after school is available.

School Facilities Use

Certain areas of the campus will be accessible to students before and after school for specific purposes. Students are required to remain in the area where their activity is scheduled to take

place. Unless the school staff member overseeing the activity gives permission, a student will not be permitted to go to another area of the campus. Unless involved in an activity under the supervision of school staff, students must leave campus once school is dismissed.

School Functions

Students are held responsible for their conduct while in attendance at any school function. A student, who is on campus or in attendance at any school function at any place, night or day, is subject to all regulations of the school and will be governed accordingly. Student identification cards may be required to attend some school functions.

School-Sponsored Trips

Many school-sponsored trips are made each year for the various activities in which students participate. The following regulations govern trips sponsored by the school:

1. Students missing school when on a school-sponsored trip are not counted absent, but are required to make up the work missed. Arrangements should be made with each teacher for make-up work before the trip is made.
2. Students must take the responsibility of observing all safety rules.
3. Students making a school-sponsored trip are under the supervision of a sponsor and are expected to follow the school Student Code of Conduct and dress code.
4. Students may not miss any class more than 10 times within the school year, unless they are participating in competition beyond the district level.

Skateboards

Students are not permitted to use their skateboards, scooters, and/or roller blades on campus at any time. If a student is using any of the above instruments as a means of transportation to or from school, he or she must walk and carry the skateboard, scooter, and/or roller blades while on campus. Skateboards, scooters, or roller blades should be kept in a locker, or other designated place approved by a teacher or the Campus Director/Headmaster, until the end of the school day.

Student Publications

Distribution of student publications on school property is not permitted, unless authorized by the Campus Director/Headmaster. Publications for distribution need to be handled through the school office prior to their distribution. Student publications include school-sponsored publications or classroom publications. All signs, posters, and other printed materials are to be stamped approved for posting by the Campus Director/Headmaster before placement in the building. Student publications shall recognize that truth, fairness, accuracy, and responsibility are essential to the practice of journalism. Consequently, the following types of publications by students are not authorized:

1. Publications which are obscene to minors, as defined by state law;
2. Publications which are libelous or slanderous, as defined by state law;
3. Publications that constitute an unwarranted invasion of privacy, as defined by state law; or
4. Publications that so incite students as to create:
 - a. a clear and present danger of the commission of unlawful acts on school premises, or
 - b. the violation of lawful school regulations, or
 - c. the material and substantial disruption of the orderly operation of the school.

Student Speakers at School Events

Student Speakers at Non-Graduation Events

The school hereby creates a limited public forum for student speakers at all school events at which a student is to publicly speak. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion. Student speakers shall introduce:

1. athletic events designated by the school;
2. opening announcements and greetings for the school day; and/or
3. any additional events designated by the school, which may include, without limitation, assemblies, and pep rallies.

The forum shall be limited in the manner provided by this section.

Only those students in the highest two grade levels of the school and who hold one of the following positions of honor based on neutral criteria are eligible to use the limited public forum: student council officers, class officers of the highest grade level in the school, captains of the school's sports teams, and other students holding positions of honor as the school may designate.

An eligible student shall be notified of the student's eligibility, and a student who wishes to participate as an introducing speaker shall submit the student's name to the school office during an announced period of not less than three days. The announced period may be at the beginning of the school year, at the end of the preceding school year so student speakers are in place for the new year, or, if the selection process will be repeated each semester, at the beginning of each semester or at the end of the preceding semester so speakers are in place for the next semester. The names of the volunteering student speakers shall be randomly drawn until all names have been selected, and the names shall be listed in the order drawn. Each selected student will be matched chronologically to the event for which the student will be giving the introduction. Each student may speak for one week at a time for all introductions of events that week, or rotate after each speaking event, or otherwise as determined by the school. The list of student speakers shall be chronologically repeated as needed, in the same order. The school may repeat the selection process each semester rather than once a year.

The subject of the student introductions must be related to the purpose of the event and to the purpose of marking the opening of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event. The subject must be designated, a student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech.

For as long as there is a need to dispel confusion over the non-sponsorship of the student's speech, at each event in which a student will deliver an introduction, a disclaimer shall be stated in written or oral form, or both, such as,

The student giving the introduction for this event is a volunteering student

selected on neutral criteria to introduce the event. The content of the introduction is the private expression of the student and does not reflect the endorsement, sponsorship, position, or expression of the school.

Certain students who have attained special positions of honor in the school have traditionally addressed school audiences from time to time as a tangential component of their achieved positions of honor, such as the captains of various sports teams, student council officers, class officers, homecoming kings and queens, prom kings and queens, and the like, and have attained their positions based on neutral criteria. Nothing in this policy eliminates the continuation of the practice of having these students, irrespective of grade level, address school audiences in the normal course of their respective positions. The school shall create a limited public forum for the speakers and shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

Student Speakers at Graduation

The school hereby creates a limited public forum consisting of an opportunity for a student to speak to begin graduation ceremonies and another student to speak to end graduation ceremonies. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion.

The forum shall be limited in the manner provided by this section.

Only students who are graduating and who hold one of the following neutral criteria positions of honor shall be eligible to use the limited public forum: student council officers, class officers of the graduating class, the top three academically ranked graduates, or a shorter or longer list of student leaders as the school may designate. A student who will otherwise have a speaking role in the graduation ceremonies is ineligible to give the opening and closing remarks. The names of the eligible volunteering students will be randomly drawn. The first name drawn will give the opening and the second name drawn will give the closing.

The topic of the opening and closing remarks must be related to the purpose of the graduation ceremony and to the purpose of marking the opening and closing of the event, honoring the occasion, the participants, and those in attendance, bringing the audience to order, and focusing the audience on the purpose of the event.

In addition to the students giving the opening and closing remarks, certain other students who have attained special positions of honor based on neutral criteria, including, without limitation, the valedictorian, will have speaking roles at graduation ceremonies. For each speaker, the school shall set a maximum time limit reasonable and appropriate to the occasion and to the position held by the speaker. For this purpose, the school creates a limited public forum for these students to deliver the addresses. The subject of the addresses must be related to the purpose of the graduation ceremony, marking and honoring the occasion, honoring the participants and those in attendance, and the student's perspective on purpose, achievement, life, school, graduation, and looking forward to the future.

The subject must be designated for each student speaker, the student must stay on the subject, and the student may not engage in obscene, vulgar, offensively lewd, or indecent speech. The school shall treat a student's voluntary expression of a religious viewpoint, if any, on an otherwise permissible subject in the same manner the school treats a student's voluntary expression of a secular or other viewpoint on an otherwise permissible subject and may not discriminate against the student based on a religious viewpoint expressed by the student on an otherwise permissible subject.

A written disclaimer shall be printed in the graduation program that states:

The students who will be speaking at the graduation ceremony were selected based on neutral criteria to deliver messages of the students' own choices. The content of each student speaker's message is the private expression of the individual student and does not reflect any position or expression of the school; the school's employees, administration, or board of trustees; or the views of any other graduate. The contents of these messages were prepared by the student volunteers, and the school refrained from any interaction with student speakers regarding the student speakers' viewpoints on permissible subjects.

Tardiness

Students who are late to class are designated tardy and will be assigned disciplinary consequences if they are tardy, without an acceptable excuse, on four or more days within a period of 45 rolling school days. Egregious tardiness—e.g., arriving to school after attendance has been taken—will be classified as an absence for the purpose of compulsory attendance enforcement if unexcused.

Nearly all tardiness is avoidable and is excusable only in cases of illness or emergency. To get an excused tardy slip, the student's parent must report to the school office the emergency which caused the delay.

Telephone

Because of the tremendous amount of essential business that must be transacted over the school office telephones, students are requested not to ask for use of the telephone except in emergencies. The school office staff will deliver messages in cases of emergency. No toll calls from office telephones are to be made by students.

Transportation

Students who participate in school-sponsored trips may be required to ride a school vehicle (i.e., a vehicle driven for school-related business or owned, leased, or rented by the school). The Campus Director/Headmaster, however, may make an exception if the parent personally requests that the student be permitted to ride with the parent, or if the parent presents—prior to the day of the scheduled trip—a written request that the student be permitted to ride with an adult designated by the parent.

Riding a school vehicle is a privilege. School vehicle drivers have the authority to maintain discipline and require seating charts. When riding a school vehicle, students are held to behavioral standards established in this Handbook and the Student Code of Conduct. Students must:

1. follow the driver's directions at all times;
2. enter and leave the vehicle in an orderly manner;
3. keep feet, books, instrument cases, and other objects out of the aisle;
4. not deface the vehicle or its equipment;

5. not put head, hands, arms, legs, or any object out of any window; and
6. wait for the driver's signal in order to leave or cross in front of the vehicle.

Only designated students are allowed to ride in the vehicle. Students may neither ride the vehicle to a different location nor have friends ride the vehicle to participate in after-school activities.

Visitors

Parents and other visitors are welcome to visit the campus. No visitors will be allowed in any part of the building without first obtaining approval from the school office. The school will take the following actions when there is a visitor at the school:

1. The visitor must first report to the school office, and will be required to furnish a U.S. federal or state-issued photo ID.
2. The visitor's information will be stored in an electronic database to document visitors to the school. Information stored in the electronic database may be used only for the purpose of school security, and may not be sold or otherwise disseminated to a third party for any purpose.
3. The school will verify whether the visitor is a sex offender registered with the computerized central database maintained by the Department of Public Safety or any other database accessible by the school. Visitors identified as sex offenders shall be escorted by school staff at all times during a school visit.
4. A visitor badge will be issued to the visitor and displayed conspicuously during the visit.

Visits to individual classrooms during instructional time are permitted only with approval of the Campus Director/Headmaster and teacher, and such visits are not permitted if their duration or frequency interferes with the delivery of instruction or disrupts the normal school environment.

Withdrawals

A student under 18 may be withdrawn from school only by a parent. The school requests notice from the parent at least three days in advance so that records and documents may be prepared. Less than three days' notice may result

in forms being mailed. A withdrawal form may be obtained from the school office.

A student who is 18 years of age or older, who is married, or who has been declared by a court to

be an emancipated minor, may withdraw without parental signature. In all cases, withdrawal forms must be appropriately completed and signed before withdrawal is complete.

SECTION II: HEALTH AND SAFETY INFORMATION

Student safety on campus and at school-related events is a high priority of the school. Although the school has implemented safety procedures, the cooperation of students is essential to ensure school safety. A student should:

1. avoid conduct that is likely to put the student or other students at risk;
2. follow the behavioral standards in this Handbook, including the Student Code of Conduct, as well as any additional rules for behavior and safety set by the Campus Director/Headmaster, teachers, or school staff;
3. remain alert to and promptly report to school staff safety hazards, such as intruders on campus and threats made by any person toward a student or school staff;
4. know emergency evacuation routes and signals; and
5. immediately follow the instructions of school staff who are overseeing the welfare of students.

Child Abuse Reporting and Investigations

Reporting Procedures

Students who believe they are the subjects of sexual abuse or other maltreatment should report the incident immediately to a teacher or the Campus Director/Headmaster.

If a parent has cause to believe that a student has been or may be abused or neglected at school, the parent shall immediately notify the Campus Director/Headmaster at the school and make an oral report to the Arkansas Child Abuse Hotline at 1 (800) 482-5964 or, if it is an emergency, to the local Police Department at 911.

Communicable Diseases

The school will adhere to the Arkansas Department of Health Policies and Procedures relating to the prevention of and response to infectious/communicable diseases. Students are not allowed to attend school during the period of

communicability as established by the Arkansas Department of Health. The student's return to school is determined by the Health Department guidelines or written statement from the physician. The staff has a responsibility to advise the Campus Director/Headmaster when a student is suspected of having a communicable disease. The Campus Director/Headmaster or designee will annually review with the staff the procedures to be used for handling a student who is suspected of having a communicable disease. The Campus Director/Headmaster has the final responsibility for exclusion from school of a student with a communicable disease.

Dyslexia and Related Disorders

From time to time, students may be tested and where appropriate, treated for dyslexia and related disorders in accordance with programs, rules, and standards approved by the State. Parents will be notified should the school determine a need to identify or assess their student for dyslexia and related disorders.

Emergency Medical Treatment

If a student has a medical emergency at school or a school-related activity and the parent cannot be reached, school staff will seek emergency medical treatment unless the parent has previously provided a written statement denying this authorization. Therefore, parents are asked each year to complete an "Emergency Care Consent Form," which includes information about their student's allergies to medications, etc. Parents should keep emergency care information current (e.g., name of doctor, emergency phone numbers, allergies, etc.). Please contact the school office to update any information.

Fire and Disaster Drills

Fire drills are conducted for two purposes:

1. to train students to leave the building orderly and quickly in case of an emergency alarm, and
2. to teach self-control in times of emergency.

When the fire alarm is sounded, all students should immediately walk out of the room and proceed to the designated exit. They should walk in an orderly manner, with no talking or pushing. When the students reach the safety zone designated by the teacher, they should face the building but remain in line.

In addition to fire drills, disaster drills may also be conducted. Refer to the Campus Procedures for specific procedures relating to fire and disaster drills.

Health Care Appointments

A student may be excused for a temporary absence resulting from a visit to health care professionals if that student begins classes or returns to school on the same day of the appointment. A note from the health care professional must be provided to the school office upon return of the student to school. Students whose absences are excused for these reasons may not be penalized for that absence and will be counted as if the student attended school for attendance purposes. The student will be allowed a reasonable time to make up the missed school work.

Illness During School Hours

A student who becomes ill during school hours is to report to the teacher, who will then send him or her to the school office. No student is allowed to go home without the parent being notified. Students are not to call parents from pay phones or cell phones asking to go home; such calls are to be made from the school office by school staff. A Parent/Guardian will not be called for each clinic visit. A Parent/Guardian will be notified by phone call or clinic information form of the following types of injuries or illnesses:

1. Head/Injury—potential for delayed repercussions/possible concussions
2. Vomiting, diarrhea, and/or fever greater than 100.0 degrees—potential for a contagious condition/illness

3. Ineffective medication regime, such as but not limited to, asthma inhaler, diabetes management, ADHD
4. Life threatening occurrences
5. Orthopedic injuries that are not relieved with rest and ice
6. Any injury/illness deemed necessary by the nurse

When your child is ill, please contact the school to let us know he or she will not be attending that day. It is important to remember that schools are required to exclude students with certain illnesses from school for periods of time as identified in state rules.

Students should stay home from school due to illness if any of the following are present:

1. fever of 100 degrees Fahrenheit or higher in the past 24 hours;
2. vomiting and/or diarrhea in the past 24 hours;
3. itchy, red eyes with discharge;
4. unknown rash;
5. ringworm (until treatment has been started);
6. head lice or nits; or
7. jaundice.

To protect students at school, students assessed with any of the signs and symptoms listed above will be sent home.

Immunizations

The State of Arkansas requires the following immunizations before a child is to be admitted to public schools:

1. HEPATITIS A,
2. HEPATITIS B,
3. DTP,
4. DTaP,
5. TDap,
6. DT,
7. Td,
8. OPV/IPV (polio),
9. MMR (measles, mumps, rubella), and
10. VARICELLA (chicken pox).

Failure to provide proof of immunization within 30 days of enrollment may result in student being suspended from school until documentation is furnished.

Injuries/Accident Insurance

The school is not responsible for medical costs associated with a student's injury nor is the school responsible for medical costs associated with injuries to parents, visitors, or volunteers. At the beginning of each school year, the school does make available, however, an optional, low-cost student accident insurance program to assist parents in meeting medical expenses. A parent who desires coverage for his or her student will be responsible for paying insurance premiums and submitting claims.

Emergency Medical Treatment and Information

If a student has a medical emergency at school or a school-related activity when the parent cannot be reached, the school will seek emergency medical treatment (911). Therefore, parents are asked each year to complete an emergency care consent form and provide information about allergies to medications, foods, insect bites, etc. Parents should keep emergency care information up-to-date (name of doctor, emergency phone numbers, allergies, etc.). Please contact the school nurse/school office to update any information that the nurse/office staff or the teacher needs to know.

Law Enforcement Interviews of Students

The school strongly discourages police interviews with students at school during school hours. The police will have ample opportunity to talk to a student away from school or before or after school. Police interviews of students should be conducted at school during school hours only where:

1. requested by the Campus Director/Headmaster or the Superintendent;
2. other reasonable attempts to locate and interview a student have failed; or
3. circumstances where the health, life, or safety of the student would be at risk if the interview were conducted at home (e.g., an investigation into allegations of child abuse by a parent).

The Campus Director/Headmaster or the Campus Director's/Headmaster's designee shall not provide notification if a request is made to

interview a student during the course of an investigation of suspected child maltreatment and a parent is named as an alleged offender. The investigator shall provide the school with documentation that notification to the parents is prohibited. This shall apply to:

1. a law enforcement officer,
2. an investigator of the Crimes Against Children Division of the Department of Arkansas State Police, and
3. an investigator or employees of the Department of Human Services.

When a police interview with a student must be conducted at school during school hours, the police should first report to the Campus Director's/Headmaster's office. The Campus Director/Headmaster should then attempt to contact the student's parent unless the interview relates to an investigation of the parent. If not the subject of the investigation, the parent should be given the opportunity to come to the school before the interview begins.

All reasonable measures should be taken to avoid embarrassing the student and disrupting the educational program of the student and the school. The interview should be conducted in a private room removed from observation by other students and staff. The parent and/or Campus Director/Headmaster should be present during questioning by police.

Medication Policies

Medicine at School—NO Tolerance Policy

Responsive Education Solutions® has a "no tolerance policy" for students in possession of medication of any kind, ***including herbal supplements, vitamins, and all over-the-counter medications including cough drops/lozenges.***

All medications must be delivered and picked up by a parent or guardian. Students are not allowed to drop off or take home their medication(s) from the school clinic. All medications are to be stored in the first aid office with the exception of prescribed medications for the treatment of asthma, anaphylaxis, and diabetes. Please see the designated health person on your campus if your child has one of these conditions.

Students with asthma or anaphylaxis may carry prescribed inhalers or medications, provided written authorization from the parent or guardian is given to the campus **as well as a written**

statement from the student's physician or licensed health care provider, stating that the student has asthma or anaphylaxis and is capable of self-administering the prescribed medication. The campus may provide you with a form if one is needed. The physician must also provide written information of the name and purpose of the medication and the prescribed dosage. All medications **must** be examined and approved by the designated health person and **must** also have the prescription label on the medication.

In accordance with a student's individual health plan for management of diabetes, a student with diabetes will be permitted to possess and use monitoring and treatment supplies and equipment while at school or at a school-related activity.

All other medications must be stored in the campus clinic in the original container clearly labeled with the student's name. Failure to store medication in the campus clinic or follow the above mentioned procedure may result in serious disciplinary action.

Medication Guidelines:

1. All medication must be stored in the clinic except in special circumstances for a student with asthma, diabetes, or a life threatening allergy.
2. All prescription medication **MUST** be in the original container with pharmacy prescription label. No more than **two weeks' supply** of medication, in a prescription labeled bottle, shall be brought to the clinic at one time. **ALL** prescription medication will be counted and documented upon arrival to the clinic.
3. Over-the-counter medication **MUST** be in the original container with the student's name on the container. Due to limited storage, no more than a **30-count container** shall be stored in the clinic. Over-the-counter medications may be left in the clinic during the entire school year with a parent's signature. We are unable to store any medication at the school during the summer and will dispose of all medication left in the clinic after the last day of school.
4. Over-the-counter medications will be given according to the label on the

package unless otherwise directed by a physician.

5. Over-the-counter medications will not be given for more than 5 consecutive school days without a physician's signature.
6. A Medication Administration Form must be complete with parent's signature.
7. Medications are to be brought to the clinic by the parent or guardian. Only an adult may pick up medications from the clinic.
8. All prescription medication given over 10 days will **REQUIRE** a physician's signature.
9. No medication container may contain more than one (1) type of medication.
10. Medications prescribed or requested to be given three (3) times per day or less are not to be given at school unless it is determined that a special need exists.
11. A student **MAY NOT** share medication with another student. **Siblings MAY NOT share medication.**
12. Campus personnel do not administer dietary or herbal supplements.

Psychotropic Drugs

A psychotropic drug is a substance used in the diagnosis, treatment, or prevention of a disease or as a component of a medication. It is intended to have an altering effect on perception, emotion, or behavior and is commonly described as a mood- or behavior-altering substance.

Teachers and other district employees may discuss a student's academic progress or behavior with the student's parents or another employee as appropriate; however, they are not permitted to recommend use of psychotropic drugs.

Prescription Medication

Prescription medication administered during school hours must be prescribed by a physician or advanced nurse practitioner ("ANP") and filled by a pharmacist licensed in the State of Arkansas.

Prescription medication labels must include the student's name and instructions, and be clearly legible.

Written instructions from a physician or ANP are required and must include the following information:

1. name of the student,
2. name of the medication,

3. reason the medication is being given,
4. specific amount to be given,
5. time the medication is to be given, and
6. the method used to administer the medication.

Changes to daily medications require written instruction from the physician or ANP and written permission from the parent. Parents are responsible for advising the school office that a medication has been discontinued.

Physical Restraint

School staff may, within the scope of their duties, use and apply physical restraint to a student that they reasonably believe is necessary in order to:

1. protect a person, including the person using physical restraint, from physical injury;
2. obtain possession of a weapon or other dangerous object;
3. protect property from serious damage;
4. remove from a specific location a student refusing a lawful command of school staff, including a classroom or other school property, in order to restore order or impose disciplinary measures;
5. restrain an irrational student; or
6. prevent student from fleeing when fleeing would put other students or others in danger.

Search and Seizure

Search of school property, such as lockers, etc., may be conducted upon reasonable suspicion at any time. In the assignment of school property to a student (e.g., lockers, desks, textbooks, etc.), the school retains the ownership of such property and the right to inspect or reclaim it. Administration may have police canine units used to conduct random searches of lockers, classrooms, and parking lots. Canine units will not be used to search students. A search of students' vehicles may be conducted by administration if there is reasonable belief that a controlled substance, gun, or other contraband is present. Metal detectors may be used to make random searches of persons,

clothing, purses, duffel bags, and book bags in an effort to keep our building safe. Students found to have in their possession or in their vehicles any type of illegal product/item risk disciplinary action by the school as well as legal prosecution.

Surveillance Cameras/Video Recordings

For safety purposes, including the maintenance of order and discipline, surveillance cameras may be used to monitor student behavior in classrooms, on school vehicles, and school common areas. Video recordings may be reviewed routinely to document student misconduct and used by school staff when investigating an incident. Tapes and other video recordings will not be available for parent viewing due to the Family Educational Rights and Privacy Act ("FERPA").

Mental Health Services

The district is committed to partnering with parents to support the healthy mental, emotional, and behavioral development of its students. If you are concerned about your child, please access the following Web sites or contact the school for more information related to mental health services and to find mental health services available in your area.

<http://humanservices.arkansas.gov/dbhs/Pages/default.aspx>

<http://www.sprc.org/stateinformation/statepages/showstate.asp?stateID=4>

Substance Abuse Prevention and Intervention

If you are worried that your child may be using or is in danger of experimenting, using, or abusing illegal drugs or other prohibited substances, please contact the school office. The school office can provide a list of community resources that may be of assistance to you.

http://humanservices.arkansas.gov/dbhs/Pages/dbhs_services.aspx

SECTION III: ACADEMICS AND GRADING

Class Rank/Automatic Higher Education Admission [H]

Final class rank will be determined at the end of the third quarter (9 weeks period) of the senior year.

Students may achieve eligibility for automatic admission to colleges/universities in Arkansas under certain conditions. State law establishes the minimum standards for unconditional admission to any associate of arts or baccalaureate degree including a minimum Grade Point Average of 2.0 on a 4.0 scale. **However, colleges and universities may set higher standards for automatic admission and most do, including higher GPA and minimum American College Test (“ACT”) or the Scholastic Aptitude Test (“SAT”) scores.** They also determine what high school courses an applicant must have taken to qualify for automatic admission. Students who do not meet the minimum standards for unconditional admission to a college/university may still be able to enroll conditionally. Students will need to check with an individual institution of higher education to determine its precise conditions for automatic admission.

Classification of Students [H]

The classification of a student depends upon both the number of units earned and the sequence of courses for each grade and prerequisites for each course and not upon the number of years spent in high school.

- Sophomore: 6 units of credit
- Junior: 12 units of credit
- Senior: 18 units of credit

Grade level classification of students is composed of two requirements:

- Units of credit for each grade, and
- Sequence of courses for each grade and prerequisites for each course as described.

College Days [H]

High school students who meet the following criteria will be allowed to have two excused days

of absence for a college visit during their junior year and two excused days of absence for a college visit during their senior year:

1. The student must have passed the required parts of the required state assessment test for the previous year.
2. The student must be on track to graduate on time.
3. The student must be classified as a junior or senior based upon credits earned.
4. The student must be passing all course work.
5. The student must have no truancy or other attendance problems.

Students must submit a written request to the school office at least two days prior to the day requested for a college visit so that eligibility criteria for an excused day of absence can be verified and approval granted prior to the student participating in a college visit. Approval will not be granted for a college visit on a day when major exams are scheduled, and no partial days will be approved.

The student will be required to make up any work missed, but will not be charged with an absence if official documentation of the visit is received by the school office within one week. Official documentation will be:

1. a letter on the college’s official letterhead giving the student’s name, date, and reason for visit; and
2. an official visitation form from the college dated with student name and signed by a college official.

If the college visit cannot be made on the date specified on the approved written request, a new request must be submitted for consideration.

College Requirements [H]

Most colleges require either the ACT or the SAT for admission. Students are encouraged to talk with school staff during their junior year to determine the appropriate exam to take, as entrance exams are usually taken at the end of the junior year. Prior to enrollment in a public college or university, students may also be required to take an assessment test.

Graduation Expenses [H]

Because students and parents will incur graduation expenses—such as the purchase of invitations, senior ring, cap and gown, senior pictures, etc.—both students and parents should monitor progress toward completion of all requirements for graduation.

Curriculum [H]

Smart Core is Arkansas’s college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical post-secondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and unforeseen situations. Smart Core *is the foundation* for college and career readiness. All students should supplement with additional rigorous coursework within their career focus.

Successful completion of the Smart Core curriculum is one of the eligibility requirements for the Arkansas Academic Challenge Scholarship. Failure to complete the Smart Core curriculum for graduation may result in negative consequences such as conditional admission to college and ineligibility for scholarship programs. The Smart Core requires 22 credits for graduation. (The required 0.5 credit for Economics may count towards required Social Studies or Career Focus credit.)

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 (opt out) to not participate. While Smart Core is the default option, both a Smart Core Informed Consent Form and a Smart Core Waiver Form (opt out) will be sent home with students prior to their enrolling in seventh grade, or when a 7th–12th grade student enrolls in the school 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 student’s permanent records.

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. 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.

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 school’s students. The superintendent, or his/her designee, shall select the composition of the review panel.

Graduation Requirements [H]

A student must have satisfactorily met all state and local requirements, including course credits and meeting the state-mandated assessment requirements to receive a diploma.

A student may participate in graduation commencement ceremonies and activities if he/she has satisfactorily completed all required course credits, even though he/she may not have passed all required state-mandated tests.

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. There are some distinctions made between Smart Core units and graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The Core and career focus units must total at least twenty-two (22) units to graduate.

Unless exempted by a student’s IEP, all students must successfully pass all end-of-course (“EOC”) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.

Smart Core Curriculum

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units;

One unit must be taken at 11th or 12th grade.

- Algebra I or First Part and Second Part Algebra I (Grades 7–8 or 8–9)
- Geometry or First Part and Second Part Geometry (Grades 8–9 or 9–10)
- Algebra II
- Forth Math – Choice of Advanced Topics and Modeling in Mathematics, Algebra III, Trigonometry, Pre-Calculus, Calculus, Linear Systems and Statistics, Mathematical Applications and Algorithms, Pre-Calculus, Digital Learning Computer Science course, or an Advanced Placement mathematics

Natural Science – 3 units with lab experience

- Biology – 1 unit, plus 2 units from the following options:
 - Physical Science
 - Chemistry
 - Physics or Principles of Technology I & II or PIC Physics
 - Digital Learning Computer Science course

Social Studies – 3 units (See note beside economics.)

- Civics – ½ unit
- World History – 1 unit
- U.S. History – 1 unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit

May be counted toward Social Studies or Career Focus.

Fine Arts – ½ unit

Career Focus – 6 units

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

Core Curriculum

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade

Mathematics – 4 units

- Algebra I or its equivalent
- Geometry or its equivalent
- All math units must build on the base of algebra and geometry knowledge and skills.
- 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 – 3 units

- At least one unit of Biology
- At least one unit of a physical science

Social Studies – 3 units (See note beside economics.)

- Civics – ½ unit
- World History – 1 unit
- U.S. History – 1 unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit

May be counted toward Social Studies or Career Focus.

Fine Arts – ½ unit

Career Focus – 6 units

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

Students with Disabilities

Upon the recommendation of the Educational Management Team (“EMT”), a student with disabilities who is receiving special education services may be permitted to graduate under the provisions of his or her Individualized Education Program (“IEP”).

A student who receives special education services and has completed four years of high school, but has not met the requirements of his or her IEP, may participate in graduation ceremonies and receive a certificate of attendance. Even if the student participates in graduation ceremonies to receive the certificate of attendance, he or she may remain enrolled to complete the IEP and earn his or her high school diploma; however, the student will only be allowed to participate in one graduation ceremony. The student may attend classes up to the age of 21.

Awarding of Credit [H]

The school shall award credit for a full-credit high school course on a semester-by-semester basis. If a student passes one semester but fails the other semester, credit shall be awarded for the semester passed. (The school’s individualized program has curriculum modules composed of five KnowledgeUnits® for ½ credit when completed and passed and 1 credit when 10 KnowledgeUnits® have been completed and passed.) Eligibility for EOC assessments is determined by the completion of the ninth Unit of each course.

Concurrent Credit [H]

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit.

In order for a student to take a college level class (traditional or online), that student must have an ACT composite score of 23 or above and a combined 3.0 GPA.

Unless approved by the Headmaster prior to enrolling in the course, the concurrent credit shall be applied toward the student’s graduation requirements as an elective. Students will retain credit applied toward a course required for high

school graduation from a previously attended, accredited, public school. Any and all costs of higher education courses taken for concurrent credit are the student’s responsibility.

100% College Acceptance [H]

The school continues to seek greater opportunities for students as they transition to adulthood. The ability to go beyond a high school diploma and onto college admission is an important consideration for any graduate. Each graduating student must have the capacity and confirmation that future opportunity is available through higher education. Therefore, each graduating student from the school will pursue and secure documented proof of acceptance to an institution of higher learning. The institute will be an authentic and established entity designed to award credits and offer courses of a scholarly nature, i.e., two-year or four-year colleges.

The school will provide resources and assistance to students during this process. No student is required to attend an institution of higher learning upon graduation from high school. However, all students will have on file in the school office a letter or official document of record that confirms the student has been invited and has met all criteria to attend the institution. The documented proof must originate from the college or university official admission or administration department. This documentation will be verified by the school before granting the diploma.

Homework

Homework is encouraged at the school as an essential part of a quality education. Homework will be purposeful and assist the student with important practice work, reading, writing, studying, projects, and other vital activities.

Honor Graduate Certificate [H]

The recipient of this honor must:

1. be enrolled in a minimum of three consecutive calendar semesters prior to graduation (unless a military child covered by Act 146 of 2013) and meet state and school attendance requirements; and
2. be the highest-ranking graduate with the highest Grade Point Average (“GPA”) of all students meeting the aforementioned

criteria. In determining Grade Point Average, under no condition will the GPA be rounded up.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school year. An eligible student must have attended at least one of the semesters during the school year that the honor is granted.

Media

The school provides students with a variety of educational material in the media center and/or classroom. Such materials are designed to enhance the student's educational experience. Any student or parent may challenge the placement and/or use of such material in accordance with the school grievance procedure (see "Student or Parent Complaints and Concerns," p. 61).

Physical Education

Requirements K-8 [E] [M]

Arkansas requires public school students in grades K-6 to participate in a minimum of sixty (60) minutes of physical education training and instruction and ninety (90) minutes of physical activity each week. The state requires students in grades 7-8 to complete a minimum of sixty (60) minutes of physical education each week unless unable to participate.

Requirements 9-12 [H]

Students are required to complete one credit in physical education ("PE").

Physical Education Exemption

Short-term exemption from physical education is possible for reasons of faith or due to physical problems under specific conditions. Each case is handled on an individual basis. When an exemption is granted, students are encouraged to take instruction in health education or other instruction in lifestyle modification.

Parents may choose to exempt their student from physical education by providing a written request to the Campus Director/Headmaster at the school office, stating a bona fide religious or philosophical objection to the requirement.

Students or parents of students who have physical handicaps, illnesses, or other incapacities

that a physician deems severe enough to warrant exemption or severe enough to warrant modified activity in such classes need to note:

1. Each request for exemption or for modified activity must be accompanied by a physician's certificate. Such certificates are honored, but must be renewed each year.
2. When the certificate will allow modified activities in class, the student should remain in physical education class. The teachers adjust the activities of the student to the disability.
3. An exempted student may be admitted to regular physical education activities only upon presentation of a written statement from the same physician who signed the original exemption.

Promotion Requirements [E] [M]

A student may be promoted only on the basis of academic achievement or demonstrated proficiency in the subject matter of the course or grade level. To earn credit, a student must demonstrate mastery on Common Core grade level standards and meet school requirements for attendance. In addition, students at certain grade levels will be required to pass the state-mandated assessment test as a further requirement for promotion.

Report Cards

Report cards of student grades or performance and absences are issued to parents at least once every nine weeks. While teachers will regularly communicate with parents regarding their student's academic progress, parents are requested to schedule a conference with their student's teacher if he or she is not making adequate progress.

Refer to the Campus Procedures for information regarding the school's grading scales (p. 51).

Special Needs Students

Bilingual/ESL Services

The school offers Bilingual/English as a Second Language ("ESL") services for English language learners who are limited in their English proficiency. The program is designed to assist

students identified as having Limited English Proficiency in grades K–12 with development in language—i.e., listening, speaking, reading, and writing. The goal of the program is to provide additional English language assistance to students, enabling them to become academically successful in all classes. Students are assessed with state-approved Oral Language Proficiency and Norm-Referenced Tests to qualify for placement in the program. If test results indicate either limited oral or limited cognitive academic English ability, the student (with parent approval) is provided additional English language support.

Special Education Services

The school has the responsibility of identifying, locating, and evaluating individuals with disabilities who are 5 to 21 years of age and who fall within the school’s jurisdiction. If you know or suspect that your student has a disability, please contact the school’s Campus Director/Headmaster for information about available programs, assessments, and services.

Special education services are specifically designed to meet the unique needs of students with disabilities. Each student who receives special education services has an Individual Education Plan (“IEP”) which is developed by the student’s Educational Management Team (“EMT”). The EMT considers the student’s disability and determines appropriate accommodations, supplementary aids, and/or services that are necessary for the student to participate in the general curriculum.

The designated person to contact regarding options for a child experiencing learning difficulties or a referral for evaluation for special education is the Campus Director/Headmaster.

If a student is experiencing learning difficulties, the parent may contact the Campus Director/Headmaster to learn about the school’s overall general education referral or screening system for support services. This system links students to a variety of support options, including referral for a special education evaluation.

Students having difficulty in the regular classroom should be considered for tutorial, compensatory, and other academic or behavior support services that are available to all students, including a process based on Response to Intervention (“RTI”). The implementation of RTI has the potential to have a positive impact on the

ability of local education agencies to meet the needs of all struggling students.

At any time, a parent is entitled to request an evaluation for special education services. Within a reasonable amount of time, the school must decide if the evaluation is needed. If evaluation is needed, the parent will be notified and asked to provide informed written consent for the evaluation. The school must complete the evaluation and the report within 60 calendar days of the date the school receives the written consent. The school must provide a copy of the report to the parent. A formal conference is required to review the results of the evaluation within 30 days of completing the evaluation.

If the school determines that the evaluation is not needed, the school must provide the parent with a written notice that explains why an evaluation is not needed. This written notice will include a statement that informs the parents of their rights if they disagree with the school. Additionally, the notice must inform the parent how to obtain a copy of the “Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities.”

The “Notice of Procedural Safeguards: Rights of Parents of Students with Disabilities” can be obtained from the school from the Special Education Department. For further information, please contact the Executive Director of Special Education and 504 Services, Suzan Brown at (512) 689-7546.

All special education services are provided in the least restrictive environment which may be special education settings, general education settings, or a combination of both. All students receiving special education services are educated to the maximum extent appropriate with their non-disabled peers as well as participating in all school activities on the same basis as students who are not disabled.

Section 504 Services

To become eligible for services and protections under Section 504 of the Americans with Disabilities Act, a student must be determined, as a result of an evaluation, to have a “physical or mental impairment” that substantially limits one or more major life activities. If a student has, or is suspected of having, a disability under this act and requires special services, parents or teachers should contact the Campus Director/Headmaster for information concerning available programs,

assessments, and services. For further information, please contact the Executive Director of Special Education and 504 Services, Suzan Brown at (512) 689-7546.

Services for Title I Participants

The Parent Involvement Coordinator, who works with parents of students participating in Title I programs, is the Campus Director/Headmaster and may be contacted at the school.

State Assessments

Arkansas law and the State Board of Education regulations require the administration of **criteria-referenced tests** ("CRT") and **norm-referenced tests** ("NRT"). ALL students are required to participate in state assessments.

Beginning with the 2015–2016 school year, the new **American College Testing** will be administered. Grades 3–10 assessments in math, science, writing, reading, and English will be administered the ACT Aspire. Grade 11 will be administered the American College Testing (ACT). These examinations will also coincide with the full range of the Common Core State Standards Initiative to make certain that standards are present in classrooms.

The Arkansas Alternate Portfolio Assessment System is designed to evaluate the performance of students with significant cognitive disabilities for whom the aforementioned examinations, administered with or without appropriate accommodations, are not appropriate. The **Multi-State Alternate Assessment-Alternate Achievement Standards** for grades 3–8 and 11 for math and ELA, if they meet the eligibility criteria, and **Arkansas Alternate Portfolio Assessment (AAPA)** in science for grades 5, 7, and 10. All 9th grade students with disabilities who are not taking Algebra I or Geometry must be assessed with an alternate portfolio for math. Additionally, all 10th grade students with disabilities who are not taking Biology must be assessed with an alternate portfolio for science.

Student Success Team

The Student Success Team is a campus-level committee comprised of key personnel on each campus. Recommendations for student assistance are based on student achievement data and

teacher checklists. Committee members evaluate student progress and make recommendations for individual accommodations.

Each student's progress is monitored and adjustments are made as necessary. All requests for special screening/testing begin with this committee.

Academic Improvement Plan

The Academic Improvement Plan ("AIP") or, if appropriate, the Intensive Reading Improvement Plan ("IRI") will assist the student in achieving the expected standard and describe the parent's role and responsibilities as well as the consequences for the student's failure to participate in the plan. Only students in kindergarten through grade 2 who are deficient in reading are required to have an IRI.

Targeted Students

- Grade K: Student scoring delayed on the written language, oral communications, and/or mathematics on the Uniform Readiness Screening
- Grades K–3: Student not scoring proficient on the Norm-Referenced Assessments
- Grades 3–8: Student not scoring proficient on the Benchmark Assessments
- Algebra, Geometry, and English III: Student not scoring proficient on the End-of-Course Assessments

Plan Development

The AIP/IRI is developed cooperatively by appropriate teachers and/or other school personnel knowledgeable about the student's performance or responsible for the remediation in consultation with the student's parents. An analysis of student strengths and deficiencies based on test data and previous student records shall be available for use in developing the plan.

The plan shall be signed by the appropriate school administrator and the parent. The AIP should be flexible, should contain multiple remediation methods and strategies, and should include an intensive instructional program different from the previous year's regular classroom instructional program.

- The AIP/IRI shall include formative assessment strategies and shall be revised

periodically based on results from the formative assessments.

- The AIP/IRI shall include standards-based supplemental/remedial strategies aligned with the child's deficiencies. Examples of strategies and methods include, but are not limited to, computer assisted instruction, tutorial, extended year, learning labs within the school day, Saturday school, double-blocking instruction in deficient areas during the school day, extended day, etc.
- The AIP/IRI should contain an implementation timeline that assures the maximum time for remedial instruction.
- AIPs or IRIs should be individualized; however, similar deficiencies based on test data may be remediated through group instruction.

For students with disabilities identified under the Individuals with Disabilities Education Act (IDEA), the Individual Educational Plan (IEP) will only address any academic area that is a result of the disability. In that case, the IEP meets the requirements of the AIP/IRI. If NOT, an AIP/IRI is REQUIRED.

Remedial instruction provided at the secondary level (Grades 7–12) will not take the place of English, mathematics, science or social studies, or other core subjects required for graduation.

Any student who does not score at the Proficient level on the ACT or ACT Aspire Assessments shall continue to be provided with remedial or supplemental instruction until the expectations are met or the student is not subject to compulsory school attendance.

Students with an AIP, those who fail to participate in the AIP, and those who fail to remediate and score at the below Proficient level on the Arkansas State Assessments shall be retained.

Textbooks

State-approved textbooks and additional curriculum materials are provided free of charge for each subject or class, except for dual-credit courses. Materials must be used by the student as directed by the teacher, and treated with care. A student who is issued damaged materials should report the damage to the teacher. Students will be expected to pay for lost or severely damaged materials. A student whose textbook record is not clear will not be issued any school textbooks until

the records are cleared (although a student will be provided textbooks for use at school during the school day). Release of student records, including official transcripts, may be delayed pending payment for lost or severely damaged textbooks.

Transcripts

The school maintains as complete a set of records as possible to assist in student guidance. The academic achievement record (transcript) for each student enrolled lists complete personal student data and gives complete scholastic grades and a report of attendance, activities, honors, and scores on standardized achievement tests.

Every student who graduates is entitled to two free transcripts. For each additional transcript, a charge of \$5 is made. This fee must be paid at the time the request is made.

Tutorials

Students are encouraged and may be required to see teachers for tutoring schedules, including mandatory tutoring after school or on Saturday. Any contact with teachers concerning the tutoring or student's progress must be made by the parent or the student.

Private tutoring is the responsibility of the parent. Teachers are not permitted to privately tutor their students for pay.

Mandatory Tutorials

Every campus shall follow the Responsive Education Solutions T.O.T.A.L. System and state AIP/IRI requirements to identify and place students in a remediation program designed to offer learning opportunities beyond the prescribed school hours of operation. This program will be composed of direct or blended combinations of options, including extended day tutoring and Saturday schools or events. The school will implement the assigned and prescribed program according to the specific directives given in the T.O.T.A.L. System documentation and each individual student's AIP/IRI plan. Students identified for mandatory tutoring either during the school week or on Saturdays must attend. Failure to participate appropriately in the tutoring system may be ground for disciplinary action.

Valedictorian/Salutatorian [H]

The following is the selection method to determine the valedictorian and salutatorian for the school:

1. The student who is selected as the highest-ranking graduate eligible to receive the Honor Graduate Certificate will serve as valedictorian, with the second highest ranking graduate serving as salutatorian.
2. In the event no student meets the criteria to receive the Honor Graduate Certificate, the valedictorian and salutatorian will be selected according to the following criteria:
 - a. Both the valedictorian and salutatorian must have been enrolled in the school for no less than three calendar semesters or all semesters the school has been opened if less than three calendar semesters

(unless a military child covered by Act 146 of 2013).

- b. By the date of graduation, both the valedictorian and salutatorian must have met all Arkansas State Graduation Requirements applicable to him or her, including meeting all state assessment requirements.
- c. The student with the highest cumulative grade point average will be selected as valedictorian, with the second ranking student serving as salutatorian.

All calculations for this honor will be conducted at the end of the spring semester (before graduation) each school year. An eligible student must have attended at least one of the calendar semesters during the school year that the honor is granted. Grade Point Average will be calculated in accordance with the existing policy adopted by the Board of Trustees.

SECTION IV: STUDENT CODE OF CONDUCT

Preface

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must be taught and modeled by the school staff. This includes an appreciation for the rights of others.

However, no school or school system can discharge these responsibilities if it permits students to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons. The school has both the responsibility and authority to enforce the Student Code of Conduct, question students, counsel them, and assign discipline when deemed appropriate.

Students live and function, as do adults, in the general community. As citizens, students are entitled to our society's benefits; but as citizens, they are also subject to its national, state, and local laws and rules governing various aspects of their conduct. Not all laws are easy to follow, nor need one necessarily agree with each and every law or rule. Often a law or a rule seems unjust or inappropriate, but the law or rule must be obeyed.

In much the same manner, students live and function in a second community as well—namely, the school community. Education confers its own benefits, but it, too, requires acceptance of individual responsibilities. It must at the same time have an orderly and manageable framework within which to operate.

The rules and standards set forth in this Handbook apply to conduct:

1. on school premises or on school vehicles or involving school property,
2. off school premises which directly affects other students or the school, and
3. at school functions of any kind.

This Handbook does not define all types and aspects of student behavior; however, the Board of Trustees has the responsibility to set forth policies, rules, and regulations to help each student conduct himself or herself in a proper manner as a good citizen of the school community.

If changes in state law become effective after the printing of this Handbook, the state law will supersede the local policy.

The Board of Trustees and the Superintendent may establish written policies, rules, and regulations of general application governing student conduct in all schools. In addition, each Campus Director/Headmaster, within his or her school, may establish certain rules and regulations not inconsistent with those established by the Board and the Superintendent.

Any conduct that causes or creates a reasonable likelihood that it will cause a substantial disruption in or material interference with any school function, activity, or purpose, or that interferes or creates a reasonable likelihood that it will interfere with the health, safety, or well-being or the rights of other students is prohibited.

A teacher may send a student to the Campus Director/Headmaster's office to maintain effective discipline in the classroom.

The Board of Trustees has authorized detention, in-school and out-of-school suspension, and expulsion as methods of disciplining students. The Board of Trustees has also given authority to the Superintendent or his designee to use any other disciplinary actions which, in his or her judgment, is appropriate for the violation.

Responsibilities of Staff, Parents, and Students

Each member of the school community must fulfill certain responsibilities if a positive learning environment is to be achieved. A cooperative relationship among staff, parent, and student requires that:

School Staff

1. maintain an atmosphere conducive to good behavior;
2. are in regular attendance and on time, and are prepared to perform their duties with appropriate working materials;
3. exhibit an attitude of respect toward individuals and property and conduct themselves in a responsible manner;

4. plan a flexible curriculum to meet the needs of all students;
5. promote effective training and discipline based upon fair and impartial treatment of all students;
6. encourage parents to keep in regular communication with the school and encourage parental participation in school affairs;
7. develop a cooperative working relationship among staff and students; and
8. obey school policies and regulations.

Parents

1. ensure their student's compliance with school attendance requirements and promptly report and explain absences and tardiness to the school;
2. assist their child in being properly attired;
3. take an active interest in the overall school program;
4. communicate regularly with the school concerning their student's conduct and progress;
5. discuss report cards and work assignments with their student;
6. bring to the attention of school authorities any problem or condition that affects their student;
7. maintain up-to-date home, work, and emergency telephone numbers at the school;
8. cooperate with the Campus Director/Headmaster and teachers in their efforts to achieve and maintain a quality school system; and
9. provide transportation for their student to and from mandatory tutorials.

Students

1. attend all classes daily and on time;
2. prepare for each class, taking appropriate materials and assignments to class;
3. meet school standards of grooming and dress;
4. exhibit an attitude of respect and courtesy toward individuals and property, and conduct themselves in a responsible manner, always exercising self-discipline;
5. refrain from making profane, insulting, threatening, or inflammatory remarks;

6. refrain from engaging in disruptive conduct or cheating;
7. obey all school and classroom rules;
8. seek changes in school policies and regulations in an orderly and responsible manner through approved channels;
9. respect the rights and privileges of students, teachers, and other staff and volunteers;
10. cooperate with and assist the school staff in maintaining safety, order, and discipline; and
11. adhere to the requirements of the Student Code of Conduct.

Jurisdiction

The school may discipline a student for any violation of the Student Code of Conduct committed while a student is:

1. on school property;
2. within 300 feet of school property as measured from any point on the real property boundary line;
3. attending any school-related or school-sponsored activity no matter when or where it takes place;
4. on the property of another school;
5. attending another school's school-sponsored or school-related activity; or
6. off school property, if
 - a. the violation causes a material and/or substantial disruption at school, or
 - b. it is reasonably foreseeable to school officials that the violation will cause a material and/or substantial disruption at school.

Definitions

Detention

"Detention" is defined as a period of supervised confinement (before, during, or after school) used when student has committed relatively minor violations of the Student Code of Conduct; limitations are typically placed on students' freedom to talk, move about, etc.

Emergency

“Emergency” is defined as any situation in which the safety of one or more people is threatened or in which the school’s mission to educate students is compromised.

Expulsion

“Expulsion” is defined as removal of a student from all contact with the school for a period greater than 10 days.

In Possession

A student will be considered “In Possession” of drugs, alcohol, weapons, or other prohibited materials if such items are on the student’s person or in the student’s locker, desk, automobile, or other storage area.

In-School Suspension

“In-School Suspension” is defined as an alternative program where students may be temporarily assigned (1–10 days) for disciplinary violations which are more serious or chronic in nature and which make it advisable to temporarily remove the student from the regular school setting; students assigned to In-School Suspension will be counted present and will be required to complete all regular school work.

Out-of-School Suspension

“Out-of-School Suspension” is defined as temporary (1–10 days) removal of a student from all contact with the school district, to be used in cases where the student’s presence represents a threat to others, where the student’s presence prevents others from pursuing desirable educational goals, or where other forms of discipline have not been successful with the student.

Paraphernalia

“Paraphernalia” is defined as articles used in a given activity; equipment (drug paraphernalia: articles used in any drug related activity).

School Days

“School Days” is defined as those days during which students are in attendance.

School Staff

“School Staff” is defined as any person employed by or otherwise providing services to the school,

including student/intern teachers and school volunteers.

Code of Conduct Violations

Abuse

“Abuse” is defined as the use of violent, abusive, or obscene language or gestures addressed to students or school staff in a threatening manner.

Alcoholic Beverages

Any student found to have sold, given, delivered, been in possession of, or been under the influence of any alcoholic beverage while in school or while a participant in or spectator of a school-sponsored event, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. An “Alcoholic Beverage” means any beverage containing alcohol, including wine or beer. A student is considered “In Possession” if he or she has contact with the alcohol regardless of the amount of time it is in the student’s possession. If a student becomes in possession of alcohol, he or she needs to immediately inform an adult on campus. The smell of alcohol detectable on one’s breath is sufficient evidence to indicate being “under the influence.”

Arson

“Arson” is defined as the willful and deliberate burning of, or attempting to burn, school property (including trash can fires).

Assault

“Assault” is defined as the verbal or physical intimidation of, threats toward, or verbal abuse of a student or school staff (including verbal or physical harassment, hazing, or other activities intended to threaten, frighten, shame, or disgrace, and including any harassment based on race, religion, ethnic origin, gender, or handicap).

Battery

“Battery” is defined as any physical contact with school staff if that contact is intended to intimidate, threaten, injure, or otherwise harm the staff.

Bomb Threats

Any threat of this type will not be tolerated. A student making a bomb threat will be subject to expulsion and dealt with to the full extent of the law.

Bullying

“Bullying” is defined as any pattern of behavior by a student, or a group of students, that is intended to harass, intimidate, ridicule, humiliate, or instill fear in another student or group of students. Bullying behavior can be a threat of, or actual, physical harm or it can be verbal abuse of the student. Bullying is a series of recurring actions committed over a period of time directed toward one student, or successive, separate actions directed against multiple students.

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of their dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated. Students who bully another person shall be held accountable for their actions whether it occurs in school, on the school grounds; off school grounds at a school-sponsored or -approved function, activity, or event; or going to or from school or a school activity. The person or persons who file a complaint will not be subject to retaliation or reprisal in any form. Bullying is prohibited while in school, on school property, in school vehicles, at school-sponsored activities, or at school-sanctioned events.

Additionally, bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or school staff by a written, verbal, electronic, or physical act that causes or creates a clear and present danger of physical harm to the individual or damage to the individual’s property, substantial interference with the student’s education or the school staff’s role in education, a hostile educational environment for one or more students or school staff, or substantial disruption of the orderly operation of the school or educational environment. This applies to an electronic act, generally termed cyber-bullying, 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 staff and maliciously intended.

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

1. sarcastic “compliments” about another student’s personal appearance;

2. pointed questions intended to embarrass or humiliate;
3. mocking, taunting, or belittling;
4. non-verbal threats and/or intimidation such as “fronting” or “chesting” a person;
5. demeaning humor relating to a student’s race, gender, ethnicity, or personal characteristics;
6. blackmail, extortion, demands for protection money, or other involuntary donations or loans;
7. blocking access to school property or facilities;
8. deliberate physical contact or injury to person or property;
9. stealing or hiding books or belongings;
10. threats of harm to student(s), possessions, or others; and/or
11. cyber-bullying.

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 Campus Director/Headmaster. The report may be made anonymously. Teachers and other school staff 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 Campus Director/Headmaster. Parents may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the Campus Director/Headmaster. The Campus Director/Headmaster shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

Students found to be in violation of this policy shall be subject to disciplinary action and could include expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the Student Code of Conduct which may have simultaneously occurred.

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

Cheating/Plagiarism

“Cheating/Plagiarism” is defined as dishonest or other unacceptable efforts to improve a student’s grade or to unfairly take academic advantage of the work of others; the use of someone else’s words, wording, or ideas and claiming them as your own.

Cyber-bullying

“Cyber-bullying” is defined as the use of computers, websites, the Internet, cell phones, text messaging, chat rooms, and instant messaging to ridicule, harass, intimidate, humiliate, or otherwise bully another student or school staff.

Destruction of School Property

A good citizen, among other things, takes pride in the care of school property, realizing that the appearance of the building and campus is a credit or discredit to him or herself, as well as to the student body in general.

Any student found to have intentionally, knowingly, or recklessly damaged or destroyed school property shall be required to compensate the school for the full extent of the damage and shall be subject to disciplinary measures. Students found to have intentionally, knowingly, or recklessly damaged or destroyed school property may be refused admittance to school or school-sponsored functions until full restitution has been made for such damages.

Detention Violation

“Detention Violation” is defined as failure to attend assigned detention or to comply with the rules and regulations established for detention.

Disrespect

“Disrespect” is defined as rudeness, name-calling, inappropriate gestures, or other actions intended to show lack of respect for any student or school staff.

Disruptive Behavior

“Disruptive Behavior” is defined as any interference with the proper conduct of a school, a school activity, an individual class; bomb threats; false alarms; attempts to prohibit or discourage attendance by others at school or a school activity; attempts to encourage others to violate school rules or policies; and refusal to identify others engaged in unlawful or disruptive acts or to

otherwise fail to divulge information regarding such acts.

Extortion

“Extortion” is defined as subjecting another person to verbal or physical threats (stated or implied) in an effort to obtain money or other materials or services of value.

Failure to Identify

“Failure to Identify” is defined as refusal to provide proper identification, or providing false identification, to school staff.

Fighting

“Fighting” is defined as a disagreement between two or more students which leads to physical contact. Unless school staff can establish that one or more students involved did nothing to provoke the disagreement and attempted to avoid the conflict, all students involved will be held equally accountable.

The privilege of self-defense is limited. A claim of self-defense in the use of physical force will not exempt a student from discipline when:

1. the student provokes, invites, or encourages the use of physical force by another person;
2. the student has an opportunity to avoid physical force or to inform school staff of the threatened use of force;
3. the student uses physical force after the other party abandons or attempts to abandon a fight or confrontation;
4. the student does not attempt to walk away from a confrontation; or
5. the student does not attempt to get help from school staff.

Fireworks

“Fireworks” is defined as possession or use of any explosive or decorative pyrotechnic device on school property or at a school activity.

Gambling

“Gambling” is defined as games of chance conducted at school or at a school activity (except as a part of regular classroom instruction) where money or other valuables may be won or lost.

Gang-related Activities

“Gang-related Activities” is defined as any violation of the following Anti-Gang policy.

The school recognizes that the harm done by the presence and activities of gangs in the public schools exceeds the immediate consequences of such activities such as violence and destruction of property. Gang activities also create an atmosphere of intimidation in the entire school community. Both the immediate consequences of gang activity and the secondary effects are disruptive and obstructive of the process of education and school activities. It is therefore the policy of the Board of Trustees that gangs and gang activities are prohibited in the school.

A “Gang” is defined as any group of two or more persons whose purposes include the commission of illegal acts, or acts in violation of disciplinary rules of the school.

A “Gang-related or Gang-like Activity” includes, but is not limited to, the prohibited conduct set forth below.

No student on or in the vicinity of school property or at school-related activities on or off school grounds shall:

1. wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, symbol, sign, or other items that evidences or reflects membership in or affiliation with any gang;
2. engage in any act, either verbal or nonverbal, including gestures or handshakes, showing membership or affiliation with any gang; or
3. engage in any act in furtherance of the interests of any gang or gang activity including, but not limited to:
 - a. soliciting membership in, or affiliation with, any gang;
 - b. soliciting any person, explicitly or implicitly, with violence or with any other illegal or prohibited act;
 - c. painting, writing, or otherwise inscribing gang-related graffiti, messages, symbols, or signs, on school property;
 - d. engaging in violence, extortion, or any other illegal act or other violation of school policy; or
 - e. soliciting any person to engage in physical violence against any other person.

“Wannabees” are groups of youth not affiliated with recognized gangs but who engage in gang-

like activities and/or mimic gang behavior. “Wannabees” will be dealt with as gangs under terms of this policy.

In determining whether acts, conduct, or activities are gang-related, school staff are encouraged to work closely with local law enforcement officials. Students who violate this policy shall be subject to the full range of school disciplinary measures, including expulsion up to one calendar year, in addition to applicable civil and criminal penalties.

Harassment/Hazing

“Harassment/Hazing” is defined as annoying, ridiculing, or humiliating another person by words or actions.

Students must not engage in harassing behavior directed toward another student.

Students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The school encourages parental and student support in its efforts to address and prevent harassment in any form in schools. Students and/or parents are encouraged to discuss their questions or concerns about the expectations in this area with a teacher or with their Campus Director/Headmaster.

A student who believes he or she has been harassed by another student or by school staff is encouraged to report in writing the incident to the Campus Director/Headmaster. The allegations will be investigated and addressed. A substantiated complaint against a student will result in appropriate disciplinary action, according to the nature of the offense and the Student Code of Conduct.

The student or a parent may appeal the decision of the Campus Director/Headmaster in accordance with the school grievance procedure (see “Student or Parent Complaints and Concerns,” p. 61).

Harmful Drugs

The use of “Harmful Drugs” poses a serious threat to the physical, psychological, and emotional health of individuals, their families, and their communities. In recognition of this fact, the school enforces this policy.

The term “Harmful Drugs” includes, but is not limited to, all those substances considered to be

marijuana, dangerous drugs, narcotics, depressants, stimulant substances, controlled substances, and simulated controlled substances listed in the state and federal codes covering the possession, sale, and use of such controlled substances, drugs, and narcotics. The term also includes all forms and species of the plant substance known as marijuana as well as any abusable chemical substance used for inhalation such as glue, aerosol paint, thinners, etc.

Any student found to have had a harmful drug in his or her possession, or found to have been under the influence thereof while in school or while a participant in or spectator at a school-sponsored event, shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. A student is considered "In Possession" if he or she has contact with a harmful drug regardless of the amount of time it is in the student's possession. If a student becomes in possession of a harmful drug, he or she needs to immediately inform an adult on campus. Those students involved in selling or distributing a harmful drug while in school or while a participant in or spectator at a school-sponsored event will be subject to disciplinary penalties in accordance with the Student Code of Conduct. Other sanctions may include completion of a drug rehabilitation program or referral for prosecution.

A student may not keep in his or her possession any medication, even medication for which he or she has a prescription (see "Medication Policies," p. 17). Failure to comply may result in Level II discipline.

Inciting to Riot

"Inciting to Riot" is defined as the act or conduct that results in a riot or that urges others to commit acts of force and violence or participation in a disturbance at school or school-related activities.

Inappropriate Display of Affection

"Inappropriate Display of Affection" is defined as physical contact between students which violates standards of propriety, good taste, or rules and regulations established by the school.

Indecent Exposure

"Indecent Exposure" is defined as clothing (or lack of clothing) which exposes the body in an immodest manner which does not meet common standards of decency and good taste.

Insensitivity to Others

Inappropriate verbal or physical behavior that is motivated due to race, ethnicity, culture, gender, or disabilities will not be tolerated.

Insubordination

"Insubordination" is defined as willful and intentional refusal to obey any reasonable request from school staff.

Look-alike Substances or Objects

A "Look-alike Substance or Object" is defined as a legal substance or object which appears to be, may be mistaken for, or is represented as a substance or object which, if authentic, would be prohibited at school or at school activities.

Mob Action

"Mob Action" is defined as two or more students attacking or threatening a single student; two or more students acting "as one" to break rules, disrupt the school, etc.

Profane or Obscene Language or Gestures

"Profane or Obscene Language or Gestures" are defined as language or gestures (directed at students or adults) which violate common standards of decency and good taste.

Sexual Harassment

"Sexual Harassment" is defined as any unwanted and unwelcome verbal or physical conduct of a sexual nature directed toward another student or school staff. Examples can include: petting, pinching, grabbing, indecent gesture, sexual remarks, jokes, innuendoes, photographs, illustrations, cartoons, or making someone the target of sexual rumors. All students are expected to treat other students and school staff with courtesy and respect, to avoid any behaviors known to be offensive, and to stop these behaviors when asked or told to stop.

The school will notify the parents of all students involved in sexual harassment by student(s) and will notify parents of any incident of sexual harassment or sexual abuse by school staff. To the greatest extent possible, complaints will be treated as confidential. Limited disclosure may be necessary to complete a thorough investigation.

A complaint alleging sexual harassment by another student or sexual harassment or sexual abuse by school staff may be presented in writing

by a student and/or parent in a conference with the Campus Director/Headmaster or designee or with the school Title IX Coordinator. Students who believe they are the subjects of sexual harassment by other students or school staff should report the incident immediately to a teacher, the Campus Director/Headmaster, or the Title IX Coordinator. School staff members who receive complaints of sexual harassment are to report the matter as soon as practically possible to the Campus Director/Headmaster, the Title IX Coordinator, or staff with the authority to undertake investigations of sexual harassment complaints.

The name, office address, and telephone number of the Title IX Coordinator is Mr. Curtis Shack, 1815 Rahling Road, Little Rock, Arkansas 72223.

The student or parent may appeal the decision regarding the outcome of the investigation in accordance with Board Policy.

Sexual Misconduct

“Sexual Misconduct” is defined as any inappropriate, indecent, or offensive act that implies or involves contact of a sexual nature.

Social Media

Responsive Education Solutions® social media sites are intended to serve as informational outlets for the community. Inaccurate, threatening and/or inappropriate posts involving ResponsiveEd social media accounts may be reported to the relevant social media provider and law enforcement authorities. ResponsiveEd students involved in such behavior are subject to disciplinary action.

Telecommunications or Other Electronic Devices

Students are prohibited from using a telecommunications device, including a cellular telephone or other electronic devices (unless otherwise issued by the school for the purpose of instruction), within a school building before or during school hours or on a school campus during school hours, and devices are to remain off during the school day. Devices that are on and/or cause a disruption during the school day will be confiscated. The school will not be responsible for damage, loss, or theft of these items.

Any student refusing to give the device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct. The

campus is not responsible for damage that may occur to a confiscated device while awaiting pick up from a student or parent.

Campus Directors/Headmasters shall have the discretion to determine the appropriate use of phones for students participating in extracurricular activities while on school property or while attending school-sponsored or school-related activities on or off school property.

Refer to the Campus Procedures for specific procedures relating to the confiscation of devices.

Terroristic Threat

“Terroristic Threat” is defined as the act of threatening to cause death or serious physical injury to another person or substantial damage to school property with the purpose of terrorizing another person.

Theft

“Theft” is defined as stealing school or personal property from school staff or other students while on a school campus or at a school-related activity.

Threats

“Threats” are defined as oral or written promise to cause harm or bodily injury to another student, an employee, or school property.

Tobacco

Matches, lighters, etc., are not permitted at school or at school-related functions. A student is considered “In Possession” if he or she has contact with tobacco or tobacco products, regardless of the amount of time it is in the student’s possession. If a student becomes in possession of tobacco or a tobacco product, he or she needs to immediately inform an adult on campus.

Smoking and using smokeless tobacco, e-cigs, vapor devices, or tobacco products is not permitted in school buildings, vehicles, or on school property, 300 feet from school property, or at school-related or school-sanctioned events off school property.

Truancy

“Truancy” is defined as any unauthorized absence from school, including any unauthorized absence from an individual class and leaving a classroom or a school campus without permission.

Unapproved Petitions and Other Printed Matter

“Unapproved Petitions and Other Printed Matter” is defined as the distribution of printed materials not approved in advance by the Campus Director/Headmaster.

The Campus Director’s/Headmaster’s sole basis for denying such distribution will be a sincere belief that possession or distribution of the materials will cause substantial disruption of school activities because of obscene or libelous language, personal attacks, or the method or time of distribution.

Unlawful Assembly

“Unlawful Assembly” is defined as two or more students assembling with the intent to commit an unlawful act.

Vehicle Violations

“Vehicle Violations” is defined as any unsafe, reckless, or otherwise inappropriate operation of an automobile, truck, motorcycle, bicycle, skateboard, or other vehicle on school property, or traveling to or from school.

Weapons Violations

A student shall not possess, exhibit, use, or threaten to exhibit or use any firearm, explosive weapons, knife, or materials that could be used as a weapon to inflict physical harm or damage to persons or property on school property or at any school-related function, whether on or off school property. A student is considered “In Possession” if he or she has contact with a weapon regardless of the amount of time it is in the student’s possession. If a student becomes in possession of a weapon, he or she needs to immediately inform an adult on campus. Weapons include, but are not limited to:

1. BB gun;
2. billy-club;
3. blackjack;
4. box cutter;
5. brass knuckle;
6. dirk;
7. explosives;
8. firearm: any device designed, made, or adapted to expel a projectile by the action of an explosive; or any device readily convertible to that use, including such a

device that is not loaded or lacks a clip or other component to render it immediately operable; or components that can readily be assembled into such a device;

9. fireworks;
10. ice pick;
11. knife;
12. look-alike weapons;
13. martial arts implement;
14. pellet gun;
15. pepper spray, mace, or similar chemical agents;
16. pump gun;
17. razor;
18. sap;
19. spear in a cane;
20. stun gun;
21. sword;
22. unauthorized tools; or
23. any other instrument that is specifically designed, made, or adapted, or is capable of inflicting physical injury to another person.

Offenses and Consequences

Level I: Major Offenses

Examples (not inclusive list):

1. Being in an unauthorized area
2. Bullying (nonviolent) (see “Bullying,” p. 34)
3. Computer system violations (see “Computer Resources, Web Learning Tools, and Network Services Acceptable Use Guidelines,” p. 58)
4. Cyber-bullying (nonviolent) (see “Cyber-bullying,” p. 35)
5. Disrespect (see “Disrespect,” p. 35)
6. Distribution of unapproved petitions and other printed matter (see “Unapproved Petitions and Other Printed Matter,” p. 39, and “Student Publications,” p. 11)
7. Failure to complete assigned homework
8. Failure to comply with directives of school staff (insubordination)
9. Failure to comply with school dress code policies (see “Dress Code,” p. 5)

10. Failure to identify (see “Failure to Identify,” p. 35)
11. Failure to leave campus within 30 minutes of school dismissal (unless involved in an activity under the supervision of school staff)
12. Failure to report known hazing, harassment, or bullying of students
13. Harassment/hazing (nonviolent) (see “Harassment/Hazing,” p. 36)
14. Inappropriate display of affection (see “Inappropriate Display of Affection,” p. 37)
15. Inappropriate physical contact not defined as a Level II, Level III, or Level IV offense
16. Insensitivity to others (see “Insensitivity to Others,” p. 37)
17. Insubordination (see “Insubordination,” p. 37)
18. Mob action (nonviolent) (see “Mob Action,” p. 37)
19. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days) (see “Tardiness,” p. 13)
20. Possessing matches, lighters, etc.
21. Truancy (see “Truancy,” p. 38, “Attendance Policy,” p. 1, and “Leaving Campus During the School Day,” p. 8)
22. Using a skateboard, scooter, and/or roller blades while on campus (see “Skateboards,” p. 10)
23. Using any telecommunications or other electronic devices, without permission, during school hours (see “Telecommunications or Other Electronic Devices,” p. 38, and “Cell Phones and Other Electronic Devices,” p. 2)
24. Vehicle violations (see “Vehicle Violations,” p. 39, and “Parking Regulations,” p. 8)
5. Counseling by teachers or Campus Director/Headmaster
6. Demerits
7. Detention
8. Fee for the return of telecommunications device that has been confiscated
9. In-school suspension up to 1–10 days
10. Parent contracts to restrict home privileges
11. Parent observations in student’s classes
12. Parent conference with teacher or Campus Director/Headmaster
13. Peer mediation
14. Placement in another appropriate classroom
15. Restitution/restoration, if applicable
16. Saturday school
17. Seating changes within the classroom
18. Temporary or permanent confiscation of items that are prohibited and/or disrupt the educational process
19. Withdrawal of privileges, such as parking privileges, participation in extracurricular activities, eligibility for seeking and holding honorary offices, membership in school-recognized clubs or organizations, etc.

Disciplinary actions may be used individually or in combination for any offense.

No employee or agent of the school shall cause corporal punishment to be inflicted upon a student to reform unacceptable conduct or as a consequence for unacceptable conduct.

Level II: Discretionary Suspension

Examples (not inclusive list):

1. Abuse of students (see “Abuse,” p. 33)
2. Bullying (violent) (see “Bullying,” p. 34)
3. Cheating/plagiarism (see “Cheating/Plagiarism,” p. 35)
4. Cyber-bullying (violent) (see “Cyber-bullying,” p. 35)
5. Detention violation (see “Detention Violation,” p. 35)
6. Disruptive behavior not defined as a Level III or IV offense (see “Disruptive Behavior,” p. 35)
7. Failure to comply with conditions of in-school suspension placement

Appropriate Disciplinary Actions:

1. Behavioral contracts or individually developed behavior management plans
2. Classroom management techniques
3. Community service
4. Cooling-off time or “time-out”

8. Failure to comply with school medication policies (see “Medication Policies,” p. 17)
9. Fighting (see “Fighting,” p. 35)
10. Gambling (see “Gambling,” p. 35)
11. Gang-related activity (nonviolent) (see “Gang-related Activities,” p. 36)
12. Harassment/hazing (violent) (see “Harassment/Hazing,” p. 36)
13. Mob action (violent) (see “Mob Action,” p. 37)
14. Persistent Level I offenses (two Level I offenses within a period of 45 rolling school days)
15. Possessing ammunition
16. Possessing or selling “look-alike” drugs (see “Look-alike Substances or Objects,” p. 37)
17. Possessing, transferring, or using tobacco or tobacco products (see “Tobacco,” p. 38)
18. Possessing, using, or distributing non-prescription or prescription medication without authorization from the school nurse
19. Possessing, viewing, or distributing pictures, text messages, e-mails, or other material of a sexual nature in any media format
20. Profane or obscene language (orally or in writing) or gestures (see “Profane or Obscene Language or Gestures,” p. 37)
21. Refusing to allow student search
22. Sexual harassment (see “Sexual Harassment,” p. 37)
23. Sexual misconduct (see “Sexual Misconduct,” p. 38)
24. Theft (see “Theft,” p. 38)
25. Threats (see “Threats,” p. 38)
26. Throwing object not considered an illegal weapon that can cause bodily injury or property damage
27. Posting inappropriate or disparaging remarks, pictures, videos, or links to any ResponsiveEd managed social media site
28. Self-harm, including but not limited to severe scratching, branding, cutting, self-hitting, burning, and biting

Appropriate Disciplinary Actions:

1. Level I disciplinary techniques

2. Out-of-school suspension for up to 10 days

Disciplinary actions may be used individually or in combination for any offense.

Level III: Mandatory Suspension and Discretionary Expulsion

Examples (not inclusive list):

1. Assault or attempted assault (physical) of students (see “Assault,” p. 33)
2. Destruction of school property (see “Destruction of School Property,” p. 35)
3. Gang-related activity (violent) (see “Gang-related Activities,” p. 36)
4. Indecent exposure (see “Indecent Exposure,” p. 37)
5. Persistent Level I offenses (four Level I offenses within a period of 45 rolling school days)
6. Persistent Level II offenses (two Level II offenses within a period of 45 rolling school days)
7. Possessing or transferring of drug related paraphernalia as defined by Arkansas law (see “Paraphernalia,” p. 33)
8. Possessing, using, or being under the influence of alcoholic beverages (see “Alcoholic Beverages,” p. 33)
9. Possessing, using, or being under the influence of harmful drugs (see “Harmful Drugs,” p. 36)
10. Possessing, selling, distributing, or under the influence of a Harmful Drug (see “Harmful Drugs,” p. 36)
11. Posting any vulgar, grossly inappropriate, or illegal remarks, pictures, videos, or links on any ResponsiveEd managed social media site

Appropriate Disciplinary Actions:

1. Out-of-school suspension for up to 10 days
2. Expulsion for one calendar year

Level IV: Mandatory Expulsion

Examples (not inclusive list):

1. Abuse of school staff (see “Abuse,” p. 33)
2. Arson (see “Arson,” p. 33)
3. Assault or attempted assault (physical) of school staff (see “Assault,” p. 33)

4. Battery (see “Battery,” p. 33)
5. Bomb threat (see “Bomb Threat,” p. 33)
6. Extortion (see “Extortion,” p. 35)
7. Felony violations not already referenced in the Student Code of Conduct
8. Inciting to riot (see “Inciting to Riot,” p. 37)
9. Possessing a weapon (see “Weapons Violations,” p. 39) or a look-alike weapon (see “Look-alike Substances or Objects,” p. 37)
10. Selling and/or distributing alcoholic beverages (see “Alcoholic Beverages,” p. 33)
11. Selling and/or distributing harmful drugs (see “Harmful Drugs,” p. 36) or look-alike harmful drugs (see “Look-alike Substances or Objects,” p. 37)
12. Terroristic threat (see “Terroristic Threat,” p. 38)
13. Unlawful assembly (see “Unlawful Assembly,” p. 39)

Appropriate Disciplinary Actions:

1. Expulsion for one calendar year

Conferences, Hearings, and Appeals

All students are entitled to conferences, hearings, and/or appeals of disciplinary matters as provided by state and federal law and school policy.

Suspension Process

In addition to the above list of Student Code of Conduct violations, the Campus Director/Headmaster has the authority to suspend a student for any of the following additional reasons:

1. the need to further investigate an incident,
2. a recommendation to expel the student, or
3. an emergency constituting endangerment to health or safety.

Prerequisites to Suspension

Prior to suspending a student, the Campus Director/Headmaster must attempt to hold an informal conference with the student to:

1. notify the student of the accusations against him or her,

2. allow the student to relate his or her version of the incident, and
3. determine whether the student’s conduct warrants suspension.

Notification to Parents

If the Campus Director/Headmaster determines the student’s conduct warrants suspension during the school day, the Campus Director/Headmaster will make reasonable effort to notify the student’s parents that the student has been suspended before the student is sent home. The Campus Director/Headmaster will notify a suspended student’s parents of the period of suspension, the grounds for the suspension, and the time and place for an opportunity to confer with the Campus Director/Headmaster.

Credit During Suspension

A student shall receive credit for work missed during the period of suspension if the student makes up work missed during the period of suspension within the same number of school days the student was absent on suspension.

Expulsion Process

Hearing

Students alleged to have committed an expellable offense will receive a hearing before the Campus Director/Headmaster within one to five days following the alleged misconduct. Prior to the hearing, the school will send a written notice to the student and the student’s parents, including:

1. the basis for the proposed expulsion;
2. the date, time, and location of the hearing; and
3. the right of the student, at the hearing, to:
 - a. be present;
 - b. be accompanied by his or her parents;
 - c. be represented by any adult representative, including legal counsel;
 - d. present evidence, call witnesses, and testify; and
 - e. be informed of the school’s evidence.

After making a good faith effort to inform the student and the student’s parents of the time and place of the hearing, the school shall hold the hearing regardless of whether the student, the student’s parents, or another adult representing

the student attends. The Campus Director/Headmaster shall audio record the hearing.

Expulsion Order

At the conclusion of the hearing on expulsion, the Campus Director/Headmaster will notify the student and the student's parents of his or her decision. If the outcome of the expulsion hearing is that the student will be expelled, the Campus Director/Headmaster will enter an expulsion order and provide a copy to the student and the student's parents specifying:

1. the length of the expulsion;
2. the procedures for re-admittance at the end of the expulsion period, if applicable; and
3. the right to appeal the Campus Director's/Headmaster's decision.

The notice shall also state that failure to timely request such a hearing constitutes a waiver of further rights in the matter.

Appeals

The student or a parent may appeal the decision of the Campus Director/Headmaster before the original 10-day suspension expires in accordance with the school grievance procedure (see "Student or Parent Complaints and Concerns," p. 61).

Discipline consequences will not be deferred pending the outcome of an appeal of an expulsion.

Effect of Student Withdrawal

If a student withdraws from the school before the expulsion hearing is conducted or an expulsion order is entered, the school may continue with the proceedings and enter an order. If the school fails to enter an expulsion order after the student withdraws, the next district in which the student enrolls may complete the proceedings and enter an order.

No Credit Earned

Except when required by law, students will not earn academic credit during a period of expulsion.

Suspension/Expulsion Requirements for Special Education

A student with a disability shall not be excluded from his or her current placement pending appeal to the Board of Trustees for more than ten days without ARD Committee action to determine appropriate services in the interim. Pending appeal to a special education hearing officer, unless the school and parents agree otherwise, a student with a disability shall remain in the present education setting.

Emergency Removal

If a Campus Director/Headmaster reasonably believes a student's behavior is so unruly, disruptive, or abusive that it seriously interferes with a teacher's ability to communicate effectively with students in a class, with the ability of a student's classmates to learn, or with the operation of the school or a school-sponsored activity, the Campus Director/Headmaster may order immediate removal of the student. Immediate suspension may be imposed by a Campus Director/Headmaster or designee if they reasonably believe such action is necessary to protect persons or property from eminent harm. At the time of such an emergency removal, the student will be given verbal notice of the reason for the action and appropriate hearings will be scheduled within a reasonable time after the emergency removal.

Placement of Students with Disabilities

All disciplinary actions regarding students with disabilities shall be conducted in accordance with the most current federal and state laws.

SECTION V: PARENTAL RIGHTS

Surveys and Activities

Students will not be required to participate without parental consent in any survey, analysis, or evaluation—funded in whole or in part by the U.S. Department of Education—that concerns:

1. political affiliations or beliefs of the student or the student’s parent;
2. mental or psychological problems of the student or the student’s family;
3. sexual behavior or attitudes;
4. illegal, antisocial, self-incriminating or demeaning behavior;
5. critical appraisals of individuals with whom the student has a close family relationship;
6. relationships privileged under law, such as relationships with lawyers, physicians and ministers;
7. religious practices, affiliations, or beliefs of the student or parents; or
8. income, except when the information is required by law and will be used to determine the student’s eligibility to participate in a special program or to receive financial assistance under such a program.

Parents will be able to inspect the survey or other instrument and any instructional materials used in connection with such a survey, analysis, or evaluation.

“Opting Out” of Surveys and Activities

Parents have a right to receive notice of and deny permission for their student’s participation in:

1. any survey concerning the private information listed above, regardless of funding;

2. school activities involving the collection, disclosure, or use of personal information gathered from their student for the purpose of marketing or selling that information;
3. any non-emergency, invasive physical examination, or screening required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student (exceptions are hearing, vision, or scoliosis screenings, or any physical exam or screening permitted or required under state law).

Requesting Professional Qualifications of Teachers and Staff

Parents may request information regarding the professional qualifications of their student’s teachers, including:

1. whether a teacher has met state qualification and licensing criteria for the grade levels and subject areas in which the teacher provides instruction;
2. whether the teacher has an emergency permit or other provisional status for which state requirements have been waived; and
3. undergraduate and graduate degree majors, graduate certifications, and the field of study of the certification or degree.

Parents also have the right to request information about the qualifications of any paraprofessional who may provide services to their student.

SECTION VI: CAMPUS PROCEDURES

Application for Admission

The Student Application for Admission (“Application”) should be completed by the student’s parent/guardian unless student is 18 or older. If a field does not apply, please enter “N/A.” Failure to provide information on this Application sufficient to permit the school to offer admission to the student based on qualifying disciplinary history and grade level will require a conference with a school representative to obtain additional information.

Apply

A student applying for admission to Premier High School of Little Rock for the upcoming school year must complete a Student Application for Admission (“Application”). Students can apply using one of two methods: complete an Online Application, or fill out an application at the location.

Provisional Admission: All students with qualifying disciplinary history registering for a grade which the school serves (“Eligible Applicants”) will be notified of provisional admission pending the close of the open-enrollment period and the determination of the need for a lottery.

Disciplinary History

As provided in the school’s charter, the school shall exclude a student from admission who has been expelled from another public school district. As such, if it is later discovered that the student failed to disclose an expulsion from another public school district, the school will immediately initiate procedures to exclude the student from admission.

Non-Discrimination

In accordance with Arkansas state law and the school’s charter; it is the policy of the school to prohibit discrimination in student admission on the basis of gender; national origin; race; ethnicity; religion; disability; or academic or athletic eligibility.

Attendance Policy

How many absences are students allowed?

Premier High School allows a total of 20 absences per school year, or 10 absences per semester. These include Excused and Unexcused absences. If it is possible that your student may exceed 10 absences per semester for any reason, please arrange a conference with Campus Director Felton. According to state law, parents must petition the district prior to accumulating excessive absences in order to avoid administrative action such as out-of-school suspension, loss of credit, or truancy referral.

Do tardies count toward attendance?

Due to our short instructional time, students who arrive more than half an hour (8:30 or 1:30) late or leave campus more than half an hour before dismissal (11:30 or 4:30) will be counted absent.

Cell Phones

Possession and use of cell phones, computers, and other devices capable of electronic communications at school is a privilege, not a right. Possession and use of such devices at school shall be subject to approval and regulations. Students that have cellphones in their possession are expected to keep them powered off and stored away. Any such devices may be confiscated, powered on, and searched by school officials if there is a reasonable cause to believe that the devices have been used in the transmission or reception of communications prohibited by law, policy, or regulation.

Disciplinary Action

Students that violate this policy will receive a discipline referral (“Write-Up”), and the device will be surrendered to the campus director or his designee for the duration of the school day. Students who refuse to give up their phone will face automatic 2-day suspension.

Exceptions

Students must receive permission and authorization from teacher and/or administrator in order to utilize electronic devices in learning center. Teachers that give students permission to utilize electronic devices within learning center must receive prior approval from administration. At teacher's discretion students may earn the privilege to utilize "non-internet compatible" devices (such as MP3 players) in the learning center.

Examples of Violations (not inclusive list):

1. Using device in hallway
2. Using device in bathroom
3. Having cellphone visible in learning center (classroom)
4. Making unauthorized phone calls
5. Sending text messages
6. Browsing web or social network

Change of Address or Telephone Number

When the address or telephone number of a student has been changed, it is the responsibility of the parent to notify the school office immediately. Proof of residency at the new address may be required.

Closed Campus

The school operates on the closed campus concept. Specifically, this means that students are not allowed to leave campus for any reason during the school day, including during meal periods, first obtaining permission from the school office. Students who drive are to park their cars and get out at once and enter the building. Students may not return to the parking lot without permission.

Transportation

Premier High School of Little Rock does not provide bus transportation for students. Students that are currently attending PHSLR are eligible to receive an expense-free bus pass each month.

Breakfast and Lunch

- Breakfast will be served in the Bistro and students will eat in the Learning Center.

- Breakfast will begin serving at 7:30 a.m. and will stop at 7:50 a.m.
- Students should begin to clean-up and throw breakfast food away at 7:50 a.m.
- Students will not be allowed to eat breakfast after 7:50 a.m.
- Students are allowed to store away items saved from breakfast; however, they cannot eat in the Learning Center unless they have appropriate documentation on file.
- Students are expected to put "breakfast trash" in "breakfast trash cans only."
- Lunch will be served from 12:00–12:45 p.m. in the Bistro, and students will eat in the Learning Center.
- Students should begin to clean-up and prepare for the school day at 12:50 p.m.
- Students are allowed to store away items saved from lunch; however, they cannot eat in the Learning Center unless they have appropriate documentation on file.
- Students attending the morning session will not be required to stay for lunch. They may get their belongings and go to the courtyard for dismissal.
- Students in the morning session are REQUIRED to leave at 12:30 p.m., if they choose to stay onsite and eat lunch.
- All "lunch trash" goes in the "lunch trash cans only."

Conferences with Teachers and Administration

Because the administration and teachers are busy serving students during the school day, they are unable to accommodate unscheduled telephone calls or in-person conferences. When parents feel it is advisable to contact the Campus Director/Headmaster or teachers personally, they are encouraged to leave their telephone numbers with the school office in order that the Campus Director/Headmaster or teacher may return the call later. Personal conferences are welcome if a telephone conversation does not prove adequate. To schedule an in-person conference with the Campus Director/Headmaster or a teacher at a mutually convenient time, please call the school office for an appointment. Parents may also communicate with the Campus Director/Headmaster and teachers via email regarding school related business.

Dress Code

The school dress code is established to teach grooming and hygiene, to prevent disruption, and to minimize safety hazards. Students and parents may determine a student's personal dress and grooming standards, provided that they comply with this dress code. In order to maintain an orderly environment, all students shall be required to meet the minimum expectations of the school dress code.

Dress and clothing that unduly attracts the attention of other students often precipitate comments and/or other reactions that are disruptive. Safety, general health, and hygiene are factors that are also considered in the establishment of this dress code. The provisions of this dress code shall be enforced equally with regard to all students to whom the provisions apply.

Uniform Description

Top: PHS Polo *OR* Black or White solid polo

Bottom: Khaki, brown, or black only

Shoes: NO FLIP FLOPS, SANDALS, OR HOUSE SHOES—closed-toe shoes only

If a student does not have a PHS polo, a BLACK or WHITE polo must be worn. PHS polo may be ordered at any time from the office. See Uniform Order Form for more information.

Free Dress Day

Friday is "Free Dress Day." Students may wear clothing that is not uniform. However, clothing must not violate student's personal dress and grooming standards.

Violation of Dress Code

Students that violate dress code will receive a written discipline referral. Parent or guardian will be contacted to bring additional clothes if student does not drive to school. If no one can be contacted, student will face automatic out-of-school suspension the following day. Students who drive to school will be allowed up to 45 minutes to go home to change clothes. Students who are off campus more than 45 minutes will not be re-admitted to school for the duration of the session.

Homework Policy

The Premier High School Little Rock homework policy abides by the KnowledgeUnit® Protocol and student's Daily Academic Goals. Students who do not complete their goals by the end of the day need to take their incomplete work home and finish it before the next school day. No student should have homework every day. Continual uncompleted goals are a sign that something is wrong. Either the student is setting goals that are too large, is in work that is too difficult, or is not making wise use of his or her time. Students who do not complete homework and daily goals are subject to incomplete coursework and "Incomplete" Grade for the grading period. We encourage our parents and guardians to engage in student's homework to support our culture and become more familiar with their academic strengths and weaknesses.

Leaving Campus During the School Day

A student who will need to leave campus during the day must submit a note to the school office from his or her parent which provides the following information:

1. student's name,
2. reason for student's need to leave campus,
3. time student will need to be gone from campus,
4. phone number where parent may be reached to confirm parent's permission,
5. parent's name, and
6. parent's signature.
7. No student will be permitted to leave campus until the school office confirms with the student's parent by phone the student's need to leave campus.
8. Students who fail to check in/out before leaving and/or returning to campus will be considered truant from any instructional hours missed.
9. Students will not be allowed to leave in the custody of any person not named on the Student Registration Card. (Photo identification is required.)

Lost and Stolen Items

All articles, including books, found on campus should be taken to the school office. All articles not claimed at the end of the school year will be disposed of through proper channels. Students are not to bring electronic entertainment devices and other personal items to school. The school is not responsible for lost or stolen items.

Tardiness

Students who are late to class are designated tardy. They will be assigned disciplinary consequences if they are tardy without an acceptable excuse on four or more days within a period of 45 rolling school days. Egregious tardiness, e.g., arriving to school after attendance has been taken, will be classified as an absence for the purpose of compulsory attendance enforcement, if unexcused. Nearly all tardiness is avoidable and is excusable only in cases of illness or emergency. To get an excused tardy slip, the student's parent must report to the school office the emergency which caused the delay.

Dual Academic Sessions

Morning Academic Session 8:00 a.m. until 12:00 p.m.

1. The Morning Academic Session begins at 8:00 a.m.
2. Students are given a 5 min. grace period
3. Students are considered tardy at 8:06 a.m.
4. Clocks are located throughout the school to help students determine if they need to go get a tardy slip.
5. Any student that shows up tardy will be REQUIRED to report to the office to get a tardy slip.
6. Students who report to homeroom tardy will be sent to the office to get a tardy slip.
7. 3 tardy slips in a 9-week period will result in a discipline referral.
8. Excessive tardiness can lead to a parent/administrator conference.

Afternoon Academic Session 1:00 p.m. until 5:00 p.m.

1. The Afternoon Academic Session begins at 1:00 p.m.

2. Students are given a 5 min. grace period
3. Students are considered tardy at 1:06 p.m.
4. Clocks are located throughout the school to help students determine if they need to go get a tardy slip.
5. Any student that shows up tardy will be REQUIRED to report to the office to get a tardy slip.
6. Students who report to homeroom tardy will be sent to the office to get a tardy slip.
7. 3 tardy slips in a 9-week period will result in a discipline referral.
8. Excessive tardiness can lead to a parent/administrator conference.

Telephone

Because of the tremendous amount of essential business that must be transacted over the school office telephones, students are requested not to ask for use of the telephone except in emergencies.

Illness During School Hours

1. A student who becomes ill during school hours is to report to the teacher, who will then send him or her to the school office.
2. The student's parent will be contacted.
3. No student is allowed to go home without the parent being notified.
4. Students are not to call parents from pay phones or cell phones asking to go home; such calls are to be made from the school office by school staff.
5. Students should stay home from school due to illness if any of the following are present:
 - a. Fever of 100 degrees Fahrenheit or higher in the past 24 hours.
 - b. Vomiting and/or diarrhea in the past 24 hours
 - c. Itchy, red eyes with discharge.

Classification of Students

The classification of a student depends upon the number of credits earned, the sequence of courses for each grade, prerequisites for each course, and not upon the number of years spent in high school.

- Sophomore:** 6 units of credit
- Junior:** 12 units of credit
- Senior:** 18 units of credit

Grade level classification of students is composed of two requirements:

1. Units of credit for each grade, and
2. Sequence of courses for each grade with prerequisites for each course as described.

Awarding of Credit

The school shall award credit for a full-credit high school course on a semester by semester basis. If a student passes one semester but fails the other semester, credit shall be awarded for the semester passed. (The school’s individualized program has curriculum modules composed of five KnowledgeUnits® for ½ credit when completed and passed and 1 credit when 10 KnowledgeUnits have been completed and passed.)

Grade	Regular/Honors/Pre-AP	AP
90-100	A - 4 Points	A - 5 Points
80-89	B - 3 Points	B - 4 Points
70-79	C - 2 Points	C - 3 Points
60-69	D - 1 Point	D - 2 Points
50-59	F - 0 Points	F - 0 Points

(Grading policy includes educational objectives only.)

In order for students to be awarded the quality points for AP courses, the student must complete the full-year course and sit for the AP exam.

Weighted credit shall be allowed for Advanced Placement courses and courses offered under the International Baccalaureate Diploma Program if:

1. The student takes the entire Advanced Placement course or the entire course offered in the International Baccalaureate Diploma Program in a particular subject;
2. The student completes the applicable test offered by the College Board for Advanced Placement courses at the end of the Advanced

Placement course, or the applicable test offered by the International Baccalaureate Organization at the time prescribed by the International Baccalaureate Organization; and

3. (i) The teacher of the Advanced Placement course meets Arkansas teacher licensure requirements and:
 - Attends a College Board Advanced Placement Summer Institute no less than once every five (5) years; or
 - Completes an additional training plan for Advanced Placement, within three (3) years of commencing the additional training plan;
- or (ii) The teacher of the course offered under the International Baccalaureate Diploma Program meets Arkansas teacher licensure requirements and attends the training required by the International Baccalaureate Organization.

Transferring Students

Students who transfer with passing grade(s) (60% or higher) will receive a “waiver” from Unit Tests that were required during time “not enrolled” at PHSLR. Transferring students will still be required to complete the necessary KnowledgeUnits left to receive credit and make 70% or above on KU Test(s).

Note: Students that have a passing grade will transfer current grade to PHSLR.

Curriculum

Parents or guardians may waive the right for a student to participate in Smart Core and to instead participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so.

Policies for the Testing Center

1. All Unit Tests will be taken and proctored in the testing center. Students are to knock on the testing center door and wait to be admitted by the testing proctor. Quiet and order must be maintained at all times in the testing center.
2. Students are to obtain a testing request form to be completed, and then submit it and a

completed KnowledgeUnit to the testing proctor upon testing.

3. There is to be no talking during testing. Students will sit where they are assigned to sit and all questions will be directed to the proctor, not another student.
4. Unit Tests must be taken in sequential order (unless there are extenuating circumstances, like the prior Unit is out of stock).
5. Up to 10 points can be added to a Test (the amount to be determined by the student's cohort teacher) only when the Unit Test is passed with a grade of 70 or higher on the first attempt.
6. Unit Tests that receive a grade lower than 65 automatically require that the student repeat the entire Unit (He or she must give the KnowledgeUnit to the proctor, and a new one will be issued later.).
7. Unit Tests that receive a grade of 65 to 69 will allow the student to have 1 more chance at a reexamination. This reexamination cannot be taken within 24 hours of the initial Test.
8. No Unit reexamination Test can have a grade higher than 70 (This means no notes added, no points for extra credit, etc.).

Individuals that are found to be cheating, or cannot contain themselves within the testing center (or who have complete disregard for policy 1 and 3) will surrender their Test and leave the testing center. The Tests surrendered will be graded accordingly. (Students need to refer to the Student Handbook for disciplinary actions that will result from such behavior.)

Upon completion of a Unit Test, students are to sit quietly while waiting to have their Test graded. (They can also request an alternate form that will inform the teacher the test will be graded later and student notified of the grade, at which time they can return to class.)

Note: Only the materials found on the testing table and the small amount provided by the teacher of record can be used for reference during testing, so students should familiarize themselves with what is in these resources.

Student Success Team

The Student Success Team is a campus level committee comprised of key personnel on each

campus. Recommendations for student assistance are based on student achievement data and teacher checklists. Committee members evaluate student progress and make recommendations for individual accommodations. Each student's progress is monitored and adjustments are made as necessary. All requests for special screening/testing begin with this committee.

Student Code of Conduct

To function properly, education must provide an equal learning opportunity for all students by recognizing, valuing, and addressing the individual needs of every student. In addition to the regular curriculum, principles and practices of good citizenship must be taught and modeled by the school staff. This includes an appreciation for the rights of others. However, no school or school system can discharge these responsibilities if it permits students to act in an objectionable manner or to disregard rules and regulations adopted for the benefit of all persons. The school has both the responsibility and authority to enforce the Student Code of Conduct, question students, counsel them, and assign discipline when deemed appropriate. Students live and function, as do adults, in the general community. As citizens, students are entitled to our society's benefits; but as citizens, they are also subject to its national, state, and local laws and rules governing various aspects of their conduct. Not all laws are easy to follow, nor need one necessarily agree with each and every law or rule. Often a law or a rule seems unjust or inappropriate, but the law or rule must be obeyed. In much the same manner, students live and function in a second community as well—namely, the school community. Education confers its own benefits, but it, too, requires acceptance of individual responsibilities. It must at the same time have an orderly and manageable framework within which to operate.

The rules and standards set forth in this Handbook apply to conduct on school premises, on school vehicles or involving school property, off school premises which directly affects other students or the school, and at school functions of any kind.

***This Handbook does not define all types and aspects of student behavior; however, the Board of Trustees has the responsibility to set forth policies, rules, and regulations to help each student conduct himself or herself in a

proper manner as a good citizen of the school community. If changes in state law become effective after the printing of this Handbook, the state law will supersede the local policy.

Technology Policy

Computer Resources

To prepare students for an increasingly computerized society, the school has made a substantial investment in computer technology for instructional purposes. Use of those resources is restricted to students working under a teacher's supervision and for approved purposes only. Students with access to school computers and their parents agree to follow the following user agreement regarding use of these resources. Violations of this agreement may result in withdrawal of computer privileges and other disciplinary action. Electronic communications such as e-mail using school computers are not private and may be monitored by school staff.

Technology Mission Statement

The school is committed to utilizing the maximum potential of technology to enhance student learning and increase teacher effectiveness by providing students with technology-related experiences. Recognizing the ever-changing influences of technology on all aspects of our lives, the school is dedicated to providing an integrated technological curriculum for all students and staff. Students will have access to the technology necessary to produce, manage, communicate, and retrieve information in an efficient manner for educational use. In the attainment of both present and future goals, the school will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

Instructional Resource

The school is proud to bring network and Internet access to school staff and students. The school believes the Internet offers many diverse and unique resources to both students and staff. The school's goal in providing this service to staff and students is to promote educational excellence by facilitating resource sharing, innovative teaching, and communication skills.

Parental/Community Involvement

The Premier High School District understands the importance of involving parents and the community as a whole in promoting higher student achievement and general good will between the district and those it serves. Therefore, the district shall strive to develop and maintain the capacity for meaningful and productive parental and community involvement that will result in partnerships that are mutually beneficial to the school, students, parents, and the community.

To achieve such ends, the district shall work to:

1. Involve parents and the community in the development of the long-range planning of the district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Parents as Partners, Parents as Teachers, and Project Graduation;
4. Explain to parents and the community the State's content and achievement standards;
5. State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
6. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents;
7. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
8. Keep parents informed about parental involvement programs, meetings, and other

activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;

9. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This could include providing:
 - transportation and
 - child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
10. Find and modify other successful parent and community involvement programs to suit the needs of our district;
11. Train parents to enhance and promote the involvement of other parents;
12. Provide reasonable support for other parental involvement activities as parents may reasonably request.

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

Concurrent Credit Policy

A ninth through twelfth grade student who successfully completes a college course(s) from a publicly supported community college, technical college, four-year college or university, or private institution with which Premier High School has an articulated agreement shall be given credit toward high school grades and graduation at the rate of one full year's high school credit for a three (3)-hour college credit course.

Additionally, a three-hour college remedial/developmental education course shall be the equivalent of one-half unit of credit as a high school career focus elective and cannot be used to meet the core subject area requirements in English and/or mathematics. Unless approved by the school's principal, prior to enrolling for the

course, the concurrent credit shall be applied toward the student's graduation requirements as an elective. Students will retain concurrent credit applied toward a course required for high school graduation from a previously attended, accredited, public school.

Any and all costs of higher education courses taken for concurrent credit are the student's and/or their parent's responsibility.

Legal Reference: A.C.A § 6-18-902©(2)

Arkansas Department of Education Rules and Regulations: Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade.

Digital Learning Course Offering

The Premier High School of Little Rock Curriculum is designed to FACILITATE learning. Its combination of quality academics and built-in controls enable a student to attain the HIGHEST levels of scholastic achievement. Premier High School of Little Rock provides each student with the opportunity to obtain course credit towards graduation through digital learning courses.

Parent/Teacher Conferences (Communication)

Teachers shall communicate with the parents(s) or guardians(s) of each student during the school year to discuss the student's academic progress. Frequent communication should occur with the parent(s) or guardian(s) of students not performing at the level expected for their grade. Teachers shall meet with parents or guardian(s) of each student at least once a semester through a parent-teacher conference, telephone, or home visit.

All grade-level conferences with parent(s) or guardians shall be scheduled at a time and place to best accommodate those participating in the conference. The school shall document participation or non-participation in required conferences. If a student is to be retained at any grade level, notice of retention and the reasons for retentions shall be communicated promptly in a personal conference.

APPENDIX

Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)

The Family Educational Rights and Privacy Act (“FERPA”) affords parents and students who are 18 years of age or older (“eligible students”) certain rights with respect to the student’s educational records. These rights are:

The Right to Inspect and Review

Parents or eligible students have the right to inspect and review the student’s educational records within 45 days of the day the school receives a request for access. Parents or eligible students should submit to the Campus Director/Headmaster a written request that identifies the record(s) they wish to inspect. The school will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

If circumstances effectively prevent the parent or eligible student from exercising the right to inspect and review the student’s educational records, the school shall provide the parent or eligible student with a copy of the records requested or make arrangements for the parent or eligible student to inspect and review the requested records.

The school shall not destroy any educational records if there is an outstanding request to inspect and review the records under this section. The school may charge a fee for a copy of an education record that is made for the parent or eligible student, unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the student’s education records. The school will not charge a fee to search for or to retrieve the student’s educational records.

If the student’s educational records contain information on more than one student, the parent or eligible student may inspect and review or be informed of only the specific information about that student.

The Right to Seek Amendment of the Student’s Educational Records

Parents or eligible students may ask the school to amend a record that they believe is inaccurate, misleading, or in violation of the student’s privacy rights. Parents or eligible students should submit to the Campus Director/Headmaster a written request that clearly identifies the part of the record they want changed, and specifies why it is inaccurate, misleading, or in violation of the student’s privacy rights. The school will decide whether to amend the record as requested within a reasonable time after the school receives the request. If the school decides not to amend the record as requested by the parent or eligible student, the school will notify the parent or eligible student of the decision and advise them of their right to a hearing to challenge the content of the student’s education records on the grounds that the information contained in the educational records is inaccurate, misleading, or in violation of the student’s privacy rights.

If, as a result of the hearing, the school decides that the information is inaccurate, misleading, or otherwise in violation of the student’s privacy rights, it shall amend the record accordingly and inform the parent or eligible student of the amendment in writing. If, as a result of the hearing, the school decides that the information in the educational record is not inaccurate, misleading, or in violation of the student’s privacy rights, it shall inform the parent or eligible student of the right to place a statement in the record commenting on the contested information in the record or stating why he or she disagrees with the decision of the school, or both. If the school places an amended statement in the student’s educational records, the school is obligated to maintain the amended statement with the contested part of the record for as long as the record is maintained and disclose the statement whenever it discloses the portion of the record to which the statement relates.

The Right to Consent Prior to Disclosure

Parents or eligible students have the right to consent to disclosures of Personally Identifiable Information (“PII”) contained in the student’s educational records, except to the extent that FERPA authorizes disclosure without consent.

Disclosure without Consent

Officials with Legitimate Educational Interests

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to school officials with legitimate educational interests. A school official is:

1. a person employed by the school as a Campus Director/Headmaster, teacher, teacher aide/ paraprofessional, or support staff member (including health or medical staff and law enforcement unit personnel);
2. a person serving on the Board of Trustees;
3. a volunteer or contractor outside of the school who performs an institutional service or function for which the school would otherwise use its own employees and who is under the direct control of the school with respect to the use and maintenance of personally identifiable information from education records (e.g., attorney, auditor, medical consultant, therapist, etc.);
4. a parent or student serving on an official committee (e.g., disciplinary committee, grievance committee, etc.), or
5. a parent, student, or other volunteer assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an educational record in order to fulfill his or her professional responsibility.

Officials of Another School

The school may disclose—and does so upon request—PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to officials of another school, school system, or institution of post-secondary education where the student seeks or intends to enroll, or where the student is already enrolled, if the disclosure is for purposes related to the student's enrollment or transfer.

Federal and State Program Purposes

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to authorized representatives of:

1. the U.S. Comptroller General,
2. the U.S. Attorney General,
3. the U.S. Secretary of Education, or
4. State and local educational authorities.

Disclosures under this provision may be made in connection with an audit or evaluation of Federal- or State-supported education programs, or for the enforcement of or compliance with Federal legal requirements that relate to those programs. These entities may make further disclosures of PII to outside entities that are designated by them as their authorized representatives to conduct any audit, evaluation, or enforcement or compliance activity on their behalf.

Financial Aid

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary to determine eligibility for the aid, determine the amount of the aid, determine the conditions of the aid, or enforce the terms and conditions of the aid.

State and Local Officials

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to State and local officials or authorities to whom information is specifically allowed to be reported or disclosed by a State statute that concerns the juvenile justice system and the system's ability to effectively serve, prior to adjudication, the student whose records were released.

Certain Studies

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to organizations conducting studies for, or on behalf of, the school, in order to:

1. develop, validate, or administer predictive tests;
2. administer student aid programs; or
3. improve instruction.

Accrediting Organizations

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to accrediting organizations to carry out their accrediting functions.

Tax Purposes

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to parents of an eligible student, if the student is a dependent for IRS tax purposes.

Judicial Order or Subpoena

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to comply with a judicial order or lawfully issued subpoena.

Health and Safety Emergency

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the disclosure is to appropriate officials in connection with a health or safety emergency.

Directory Information

The school may disclose PII contained in the student's educational records without obtaining prior written consent of the parent or eligible student if the school has designated the information as "directory information."

The school has designated the following categories of information as directory information for the purpose of disclosure relating to school-sponsored/school-affiliated purposes:

1. student's name;
2. address;
3. telephone listing;
4. electronic mail address;
5. photographs (including video images);
6. date and place of birth
7. major field of study
8. dates of attendance;
9. grade level;
10. participation in officially recognized activities and sports;

11. weight and height of members of athletic teams
12. degrees, honors, and awards received
13. the most recent educational agency or institution attended; and
14. student identification ("ID") number, user ID, or other unique personal identifier used to communicate in electronic systems that cannot be used to access education records without a PIN, password, etc. A student's SSN, in whole or in part, cannot be used for this purpose.

School-sponsored/school-affiliated purposes are those events/activities which the school conducts and/or sponsors to support the school's educational mission. Examples include, but are not limited to:

1. extracurricular programs or events (e.g., plays, sporting events, graduation ceremony, etc.),
2. publications (e.g., newsletters, yearbook, etc.)
3. honor roll and other recognition lists,
4. marketing (e.g., videos, print media, website, newspaper, etc.)

The school has designated the following categories of information as directory information for the purpose of disclosure to military recruiters and institutions of higher education, but only for secondary students:

1. student's name,
2. address, and
3. telephone listing.

The school shall not release directory information except for the purpose indicated above, namely:

1. disclosure relating to school-sponsored/school-affiliated purposes; and
2. disclosure to military recruiters and institutions of higher education, but only for secondary students.

A parent or eligible student may opt out of the release of directory information for either or both of these purposes by submitting a written objection to the school office within 15 school days after receiving this "Annual Notice of Parent and Student Rights (Annual FERPA Confidentiality Notice)."

Records

Except for disclosures to school officials, disclosures related to some judicial orders or lawfully issued subpoenas, disclosures of directory information, and disclosures to the parent or eligible student, FERPA requires the school to record the disclosure. Parents or eligible students have a right to inspect and review the record of disclosures.

The Right to File a Complaint

Parents or eligible students have the right to file a complaint with the Family Policy Compliance Office of the U.S. Department of Education (“Office”) concerning alleged failures by the school to comply with the requirements of FERPA. The name, address, and phone number of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW.
Washington, D.C. 20202
Phone: 1.800.872.5327

A complaint must contain specific allegations of fact giving reasonable cause to believe that a FERPA violation has occurred. A complaint does not have to allege that a violation is based on the school’s policy or practice.

The Office investigates a timely complaint filed by a parent or eligible student, or conducts its own investigation when no complaint has been filed or a complaint has been withdrawn, to determine whether the school has failed to comply with FERPA. If the Office determines that the school has failed to comply with FERPA, it may also determine whether the failure to comply is based on the school’s policy or practice.

A timely complaint is defined as an allegation of a FERPA violation that is submitted to the Office within 180 days of the date of the alleged violation or of the date that the complainant knew or reasonably should have known of the alleged violation. The Office may extend the time limit for good cause shown.

Access to Medical Records

Parents are entitled to access their student’s medical records.

Computer Resources, Web Learning Tools, and Network Services Acceptable Use Guidelines

Computer Resources

To prepare students for an increasingly computerized society, the school has made a substantial investment in computer technology for instructional purposes. Use of those resources is restricted to students working under a teacher’s supervision and for approved purposes only. Students with access to school computers and their parents agree to follow the following user agreement regarding use of these resources. Violations of this agreement may result in withdrawal of computer privileges and other disciplinary action. Electronic communications such as e-mail using school computers are not private and may be monitored by school staff.

Technology Mission Statement

The school is committed to utilizing the maximum potential of technology to enhance student learning and increase teacher effectiveness by providing students with technology-related experiences. Recognizing the ever-changing influences of technology on all aspects of our lives, the school is dedicated to providing an integrated technological curriculum for all students and staff. Students will have access to the technology necessary to produce, manage, communicate, and retrieve information in an efficient manner for educational use. In the attainment of both present and future goals, the school will provide a continually evolving staff development program oriented toward the integration of technology in areas of curriculum.

Instructional Resource

The school is proud to bring network and Internet access to school staff and students. The school believes the Internet offers many diverse and unique resources to both students and staff. The school’s goal in providing this service to staff and students is to promote educational excellence by facilitating resource sharing, innovative teaching, and communication skills.

The Internet is a global electronic highway connecting thousands of computers all over the world and millions of individual subscribers.

Services available to our school Internet users include:

1. educational opportunities and electronic field trips,
2. public domain software and shareware,
3. access to university libraries and various museums,
4. online encyclopedias,
5. access to research databases,
6. access to hundreds of reference sources,
7. online subscriptions to educational journals,
8. virtual classrooms and laboratory simulations, and
9. information and news from NASA and other research institutions.

Through the school, students and staff have access to numerous research oriented and instructional resources via the Internet. Online encyclopedias, professional journals, and databases filled with timely information on thousands of topics are just a few of the resources provided. Computers at the school have the technology necessary to support student research and to promote academic achievement.

Student Safety

The school is aware that resources which are inappropriate or not designed for use in the educational setting may be accessed on the Internet. To protect students and staff from such inappropriate material, the school's Internet access is filtered with one of the highest rated Internet filtering systems available. However, users must recognize that it is impossible for the school to restrict access to all controversial material and individuals must be responsible for their own actions in navigating the network.

Purpose

The purpose of this policy is to ensure school-level compliance with all procedures and regulations regarding the local area network and Internet usage. All students, parents, teachers, administrators, and school staff who obtain their Internet access through the school are expected to use these services appropriately.

User Responsibilities

1. The school is providing Internet resources for educational purposes only. Student/staff use of Internet resources must be related to

an expressed educational and/or administrative goal or objective.

2. The use of the school Internet and computer network must be in support of educational goals, research, and class assignments and be consistent with the educational objectives of the school.
3. Users must have a valid, authorized account to access the network, and use only those computer resources that are authorized. Accounts may be used only in accordance with authorized purposes.
4. Individual accounts may be used only by the owner of the account except where specifically authorized by school administrators. In the case of class accounts, all use must be under the supervision of the sponsoring teacher/supervisor.
5. The user is responsible for safeguarding the computer account. Users are expected to protect access to accounts by periodically changing the password and keeping it confidential. They must respect the privacy of others by not tampering with their files, passwords, or accounts.

Policy Terms and Conditions

Acceptable Use

Users are to properly use school network resources for educational and/or administrative purposes. Respectful and responsible network etiquette and behavior should be in keeping with the school's mission statement. Students and staff are expressly prohibited from accessing obscene, profane, vulgar, or pornographic sites or materials.

Privileges

The use of the Internet is a privilege. Abusive conduct will lead to the privilege being revoked.

Warranty

The school makes no warranties of any kind, whether expressed or implied, for the service it is providing. The school will not be responsible for loss of data resulting from delays, non-deliveries, missed deliveries, viruses, or service interruptions caused by its own negligence or user errors or omissions. Opinions, advice, services, and all other information expressed by system users, information providers, service providers, or other third party individuals in the system are those of the providers and not the

school. The school specifically denies any responsibility for the accuracy or quality of information obtained through the school network services.

Disclaimer of Liability

The school shall not be liable for user's inappropriate use of electronic communication resources or violations of copyright restrictions, user's mistakes or negligence, or costs incurred by users. The school shall not be responsible for ensuring the accuracy, age appropriateness, or usability of any information available on the Internet.

Monitored Use

Electronic mail transmissions and other use of the electronic communications system by students and staff shall not be considered confidential and may be monitored at any time by designated school staff to ensure appropriate use for educational or administrative purposes. Forgery or attempted forgery of electronic mail messages is prohibited. Only authorized school personnel designated by the Director of Technology Services, may read, delete, copy, or modify the electronic mail of other system users. Deliberate interference with the ability of other system users to send/receive electronic mail, or the use of another person's user ID and/or password is prohibited. Forgery or attempted forgery will result in the cancellation of system privileges, as well as other appropriate consequences.

Vandalism

Vandalism is prohibited and will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm, disrupt, or destroy data of another user of the school's network, or any of the agencies or other networks that are connected to the Internet. This includes, but is not limited to, the uploading or creating of computer viruses. Any of these actions may be viewed as violations of school policy, administrative regulations and, possibly, as criminal activity under applicable state and federal laws. Users must respect the privacy of other users. Users will not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or represent themselves as another user unless explicitly authorized to do so by that user. Deliberate attempts to degrade or disrupt system

performance and/or degrade, disrupt, or bypass system security are violations of school policy and administrative regulations and may constitute criminal activity under applicable state and federal laws.

The school will, in accordance with school policy, cooperate with local, state, or federal officials in any investigation concerning or relating to misuse of the school's network.

Network Etiquette

The user is expected to exhibit the following behavior:

1. Be polite (e.g., an all caps message implies shouting);
2. Use appropriate language;
3. Maintain confidentiality of the user, colleagues, and students;
4. Respect copyright laws; and
5. Be respectful in all aspects of network use.

Consequences

Students found to have violated school policies and procedures concerning use of school computers or networks shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

Vandalism Prohibited

Any malicious attempt to harm or destroy school equipment or data of another user of the school's system, or any of the agencies or other networks that are connected to the Internet is prohibited. Deliberate attempts to degrade or disrupt system performance are violations of school policy and administrative regulations and may constitute criminal activity under applicable state and federal laws. Such prohibited activity includes, but is not limited to, the uploading or creating of computer viruses. Vandalism as defined above will result in the suspension of system use privileges and will require restitution for costs associated with system restoration, as well as other appropriate consequences as allowed by school policy and state and federal law.

Violations of law may result in criminal prosecution as well as disciplinary action by the school.

Electronic Communication Device Commitment Policy

Electronic communications at school and at school-related functions are subject to regulation by the school.

This Electronic Communication Device Commitment policy grants authority and permission to the school to regulate electronic communication devices when these devices are brought to and/or used while on school property or when attending school-related functions and events. Such communication devices include, but are not limited to cell phones, pagers, PDAs, and pocket computers. These regulations are made necessary in light of the unique opportunities these devices create for violations of law, school policies, and to perpetrate conduct disruptive of an educational environment essential to the school's educational program. These concerns are exacerbated by electronic security protections and the personal size of these devices which are often carried concealed in pockets and purses.

Therefore, all students who would possess or use such devices on school property or at school-related activities, together with their parent, agree to the following:

1. The possession and use of cell phones, pagers, PDAs, and other electronic communication devices by a student on school property or at school-related events is a privilege and not a right.
2. In consideration for the privilege to possess and use such devices on school property and at school-related events, the school is authorized and has the student's full consent to confiscate, power on or off, manipulate and do all things necessary to search his or her device and recover or intercept communications (including but not limited to text messaging) when reasonable suspicion exists that such device has been used to transmit or receive communications in violation of law, the Student Code of Conduct, school policy, or school regulation.
3. An electronic communication device used or possessed in violation of law, the Student Code of Conduct, school policy, or school regulations is subject to confiscation and may cause the loss of the privilege to possess and use such devices on school property and at school-related events for an indefinite period of time.

Student or Parent Complaints and Concerns

The purpose of this policy is to secure, at the lowest possible administrative level, prompt and equitable resolution of student or parent complaints and/or concerns. Usually, student or parent complaints can be resolved simply by an informal phone call or conference with the teacher or Campus Director/Headmaster who is the subject of the complaint. Generally, should the complaint involve a problem with a teacher, the student or parent is expected to discuss the matter with the teacher before requesting a conference with the Campus Director/Headmaster. For those complaints that cannot be handled informally, the school has adopted the following grievance policy.

Complaints regarding certain topics are addressed by specific policies or other documents that modify this complaint process or require an alternative process.

Definitions

For the purposes of this policy, "days" shall mean calendar days.

For the purposes of this policy, "parent" shall mean a person standing in parental relation, but does not include a person as to whom the parent-child relationship has been terminated or a person not entitled to possession of or access to a child under a court order.

For the purposes of this policy, "Board of Trustees" shall mean either the local school board or the ResponsiveEd board.

Level One

A student or parent who has a complaint that could not be resolved informally shall request a conference with the Campus Director/Headmaster by filing the complaint in writing on a form provided by the school. The form must be filed with the school office within seven days of the time the student or parent knew, or should have known, of the event or series of events about which the student or parent is complaining. Copies of any documents that support the complaint should be attached to the complaint form. If the student or parent does not have copies of these documents, they may be presented at the Level One conference. After the Level One conference, no new documents may be submitted unless the student or parent did not know the

documents existed before the Level One conference. A complaint form that is incomplete in any material way may be dismissed, but may be re-filed with all the requested information if the re-filing is within the designated time for filing a complaint.

The Campus Director/Headmaster shall hold a conference with the student or parent within seven days of the request. The seven-day timeframe for holding the Level One conference may be extended if mutually agreed to by both the student or parent and the Campus Director/Headmaster. An adult may represent a student at this and any level of the complaint.

The Campus Director/Headmaster shall have seven days following the Level One conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Should the complaint involve a problem with the Campus Director/Headmaster, then the Level One complaint form should be submitted to the Regional Director at the following address:

Responsive Education Solutions
Complaint: Level One
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

Level Two

If the outcome of the Level One conference with the Campus Director/Headmaster is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level One decision to the Regional Director by filing the appeal notice in writing on a form provided by the school.

Note: In the event that the Level One conference was held by the Regional Director or designee, the Level Two conference shall be held by another Regional Director or designee.

The appeal notice must include a copy of the Level One complaint, a copy of the Level One decision being appealed (if applicable), and a copy of any documents presented at the Level One conference.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Two
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

The Regional Director or designee shall hold a conference with the student or parent within seven days of the appeal notice. The seven-day timeframe for holding the Level Two conference may be extended if mutually agreed to by both the student or parent and the Regional Director or designee.

The Regional Director or designee shall have seven days following the Level Two conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level Three

If the outcome of the Level Two conference with the Regional Director or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Two decision to the Superintendent by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint, a copy of the Level Two appeal notice, a copy of the Level One and Level Two decisions being appealed (if applicable), and a copy of any documents presented at the Level One and Level Two conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Three
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

The Superintendent or designee shall hold a conference with the student or parent within 14 days of the appeal notice. The 14-day timeframe for holding the Level Three conference may be extended if mutually agreed to by both the student or parent and the Superintendent or designee. The Level Three conference may be held via telephone or video conference at the discretion of the Superintendent.

The Superintendent or designee shall have seven days following the Level Three conference within which to respond. Announcement of a decision in the student's or parent's presence shall constitute communication of the decision.

Level Four

If the outcome of the Level Three conference with the Superintendent or designee is not to the student's or parent's satisfaction or the time for a response has expired, the student or parent may appeal the Level Three decision to the Board of Trustees by filing the appeal notice in writing on a form provided by the school. The appeal notice must include a copy of the Level One complaint; a copy of the Level Two and Level Three appeal notices; a copy of the Level One, Level Two, and Level Three decisions being appealed (if applicable); and a copy of any documents presented at the Level One, Level Two, and Level Three conferences.

The appeal notice must be postmarked to the following address within seven days following receipt of a response or, if no response is received, within seven days of the response deadline:

Responsive Education Solutions
Complaint: Level Four
Attn: Human Resources Department
P.O. Box 292730
Lewisville, Texas 75029

The appeal will then be placed on the agenda of a future Board meeting. The Superintendent or designee shall inform the student or parent of the date, time, and place of the meeting.

The Board of Trustees is not required to consider documentation not previously submitted or issues not previously presented. The presiding officer may set reasonable time limits. The Board of Trustees shall hear the complaint and may request a response from the school. The school shall make an audiotape record of the Level Four proceedings before the Board of Trustees. The Board of Trustees shall then make and communicate its decision orally or in writing at any time up to and including the next regularly scheduled Board meeting. If for any reason the Board of Trustees fails to reach a decision regarding the complaint by the end of the next regularly scheduled Board meeting, the lack of a response by the Board of Trustees upholds the decision at Level Three.

If the complaint involves concerns or charges regarding an employee, it shall be heard by the Board of Trustees in closed meeting unless the employee to whom the complaint pertains requests that it be heard in public.

Consolidation of Complaints

When the school determines, in its sole discretion, that two or more individual complaints are sufficiently similar in nature and remedy to permit their resolution through one proceeding, the complaints may be consolidated.

Modification of Procedures

The Superintendent may, at his sole discretion, modify this complaint process or require an alternative process, so long as the Board of Trustees retains final authority to hear and decide complaints and concerns brought hereunder.

RESPONSIVE EDUCATION SOLUTIONS®

2016–2017 Parent/Student Handbook

Acknowledgment Form and Agreement to Abide by the Parent/Student Handbook

Dear Parent,

The effective schools research tells us that a safe, orderly school is essential to student learning. The importance of that kind of an environment has been a long-standing value of this school. That environment promotes a positive school climate and high expectations for both behavior and learning. This Handbook is published to outline those expectations. We want to assure and protect the rights of all students to a safe, orderly, and educationally efficient environment. If we can free the school from disruptions that result from inappropriate behavior and appearance, we seek to do so. We solicit your support and cooperation in a partnership which provides the best possible learning environment for your student.

This Handbook, including the Student Code of Conduct, has been developed through the cooperative efforts of our school community. It is extremely important that all students are aware of the expectations that the school has for them and that each parent encourages their student to accept and follow the behavioral standards outlined in this Handbook. Your signature is requested to acknowledge your receipt of this Handbook and your commitment to abide by the provisions contained herein.

My signature indicates that I have received and agree to abide by the Parent/Student Handbook, including, *but not limited to*, the following provisions thereof:

- 1. STUDENT CODE OF CONDUCT;**
- 2. COMPUTER RESOURCES, WEB LEARNING TOOLS, AND NETWORK SERVICES ACCEPTABLE USE GUIDELINES; AND**
- 3. ELECTRONIC COMMUNICATION DEVICE COMMITMENT POLICY.**

My signature further indicates that I give Responsive Education Solutions® my permission to video tape, photograph, make a voice recording, or motion picture of myself or my child to be used in connection with a website, newspaper, educational television program, or subsequent visual or audio presentation. These programs and presentations are exclusive property of Responsive Education Solutions and do not entitle a parent or child compensation or remuneration for individual participation.

Student Name

School

Grade Level

Student Signature

Parent Signature

Date

Parent E-mail Address

Please remove/print this page, sign it, and keep it for your records.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

PARENT/STUDENT COPY

RESPONSIVE EDUCATION SOLUTIONS®

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Student Name

School

Grade Level

Student Signature

Parent Signature

Date

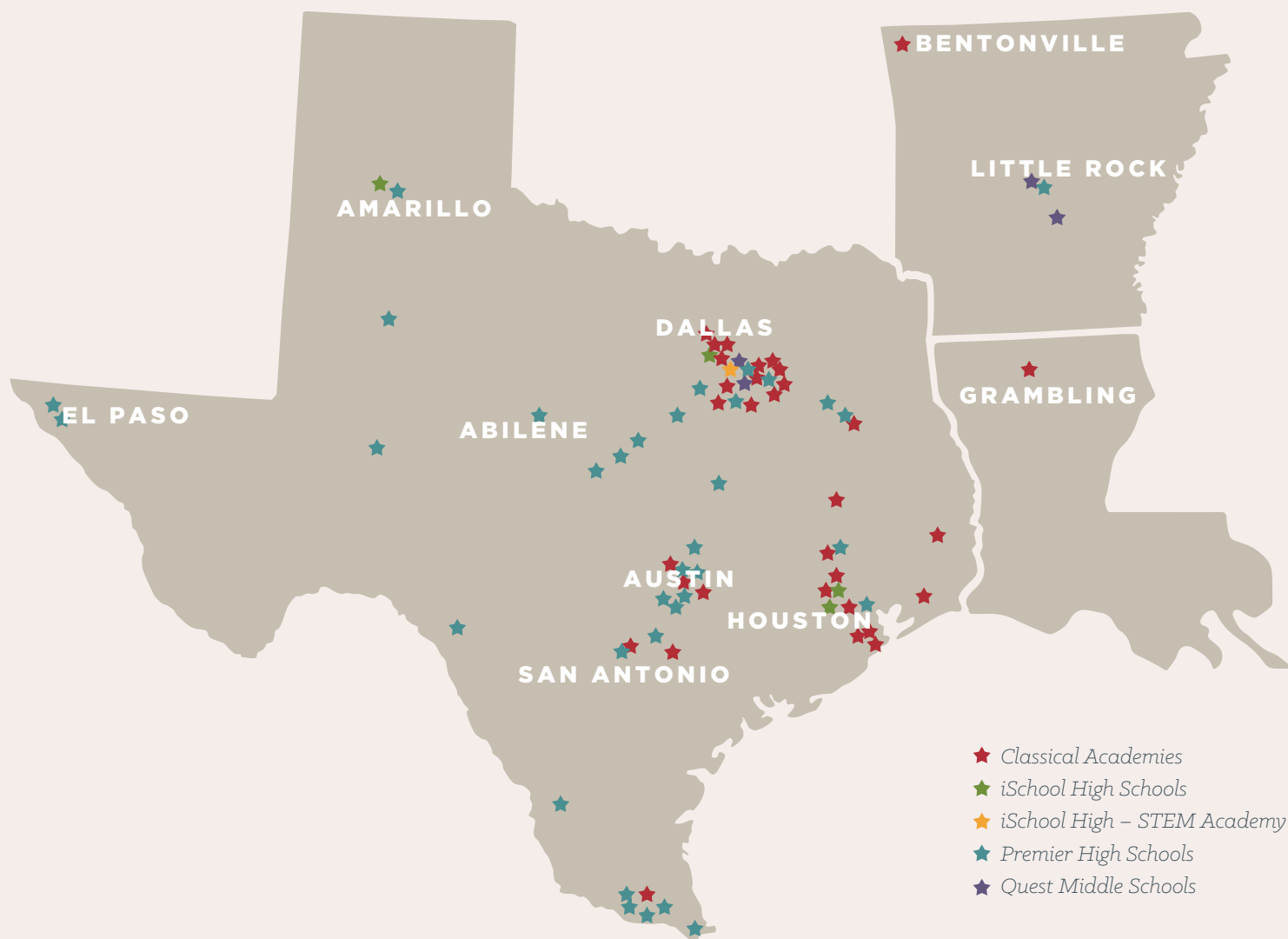
Parent E-mail Address

Please remove/print this page, sign it, and return it to the school office.

Thank you for allowing our staff the opportunity to partner with you in the education of your child.

SCHOOL COPY

ResponsiveEd® Schools



OUR MISSION

***is to provide hope** to students through an innovative, character-based, personalized learning environment where they are academically successful and develop into lifelong learners.*