

2023-2024 ResponsiveEd® Arkansas

Founders Classical Academy of Arkansas

PARENT/STUDENT HANDBOOK

and Student Code of Conduct

Adopted by the Board of Trustees

WELCOME

Dear Students and Parents,

On behalf of the Headmasters, 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. Finally, the appendix contains important notices regarding student information, computer resources, electronic communication devices, and the school grievance policy. The Campus Procedures Addendum section contains important information regarding campus procedures specific to Founders Classical Academies at Bentonville, Rogers and West Little Rock.

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 school’s Headmaster. Understanding this information will assist you in the path to success.

Sincerely,

Susan Provenza
State Director Founders Classical Academies
ResponsiveEd AR

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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 homeschool 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. A student is absent if the student is not present for onsite instruction provided by the district, participating in a planned district-approved activity, or engaged in scheduled instruction at an off-site location, including remote learning. . 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: Arkansas Superintendent
400 Hardin Road, Suite 120
Little Rock, AR 72211

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. 22); 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.

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 "Personal Electronic Devices," p. 43).

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 the 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. 9). 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 with disabilities who fails to meet the standards in the Individualized Education Program (“IEP”) may not participate for at least three school weeks.
2. An ineligible student may practice or rehearse.
3. Students wishing to participate in interscholastic activities shall have the opportunity to become eligible for these activities when they meet ALL eligibility rules. They will remain eligible for the opportunity to participate provided they do not: (1) exceed any limitations, (2) fail to meet any minimums, or (3) violate any other rules of the association. They may, however, regain their opportunity to participate at a later date by correcting any deficiencies that caused the ineligibility.
4. 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.**

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 should be clean and well groomed. Unnatural hair coloring or streaking are not permitted- this applies to hair extensions as well. Hairstyles may not be distracting. Boys hair may not touch the shoulder in length. Facial hair is discouraged. Any facial hair must be neat and well-groomed.
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 are 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/guardian 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. 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.

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 regimen, 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).

Students entering 7th grade regardless of age:

Meningococcal 1 dose

Students turning 16 years old on or before September 1 regardless of grade:

Meningococcal

If a student has had 1 dose, a second dose is required if it has been 8 weeks since the first dose.

If no previous dose received and if student will be 16 by September 1, the student needs 1 dose and no second dose is required

No dose is required for students 17 and older. However, it is strongly recommended.

Failure to provide proof of immunization within 30 days of enrollment may result in students 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 a 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 the 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>

<https://humanservices.arkansas.gov/about-dhs/dbhs/arkansas-state-hospital>

<https://www.arcrisis.org/mental-health/>

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.

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.

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.

Arkansas 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. **For additional Founders graduation requirements, see the Campus Procedures.**

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 – ADE approved fourth math credit *or* Computer Science Flex
-

Natural Science – 3 units with lab experience

- Biology
- Physical Science
- ADE approved third science *or* Computer Science Flex

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

- Civics – ½ unit
- World History – 1 credit
- U.S. History – 1 credit
- Other Social Studies Course – ½ credit

Oral Communications – ½ credit

Physical Education – ½ credit

Health and Safety – ½ credit

Economics and Personal Finance – ½ credit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ credit

Career Focus – 6 credit

Personal Finance – Beginning with the freshman class of 2017-2018, A.C.A. § 6-16-135 requires students complete a course in specific personal finance in either grades 9, 10, 11, or 12.

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 civics
- 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 meet requirements of the enrolling university and/or digital provider.

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.

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," Appendix).

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. For students in grades five through eight (5-8) who attend a public school organized to teach grades 5-8 or any combination thereof, at least forty (40) minutes as determined by the superintendent of the school district, of physical education training and instruction each calendar week of the school year or an equivalent amount of time in each school year, with no additional requirement for physical activity;

Requirements 9-12 [H]

Students are required to complete 0.5 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 Arkansas 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.

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 **criterion-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.

Student Success Team

The Student Success Team is a campus-level committee composed 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–2: Student not scoring proficient on the Norm-Referenced Assessments
- Grades 3–11: Student not scoring proficient on the ACT and ACT Aspire 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 will serve as valedictorian, with the second highest ranking graduate serving as salutatorian.
2. In the event of a tie, 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 is 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 a 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).

Physical Attack\Harm on Staff or Student

Examples include striking that causes bleeding, broken nose; kicking. Consider age and developmentally appropriate behavior before using this category. This category may be used when the attack is serious enough to warrant calling the police or security or when serious bodily harm occurs. Include an attack with a weapon in this category.

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.

Disorderly Conduct

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,” Appendix).

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. 20). 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.

Harassment

Any unwanted and unwelcome verbal or physical conduct 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, 400 Hardin Road, Suite 120, Little Rock, AR 72211, (479) 282-9971.

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

Sexual Behavior

Defined as any inappropriate, indecent, or offensive act that implies or involves contact of a sexual nature. - Mutual sexual acts including sexual intercourse, fondling, and nudity.

Also includes viewing and or distributing pornographic material.

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.

Personal Electronic Device\Technology Use Violation

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. Includes threats to kill or to cause serious physical injury to 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/ e-Cigarettes/ Vaping Devices

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 / Attendance Policy Violation

Any absence of part of a day, or all of a day, or for more than one day from school which the school attendance officer, principal, parent, or guardian is not aware of for the purpose of defeating the intent of compulsory education.

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.36)
3. Computer system violations (see "Computer Resources, Web Learning Tools, and Network Services Acceptable Use Guidelines," Appendix)
4. Cyber-bullying (nonviolent) (see "Cyber-bullying," p. 37)
5. Disrespect (see "Disrespect," p. 38)
6. Distribution of unapproved petitions and other printed matter (see "Unapproved Petitions and Other Printed Matter," p. 42, and "Student Publications," p. 12)
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. 38)
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. 39)
14. Inappropriate display of affection (see "Inappropriate Display of Affection," p. 40)
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. 40)
17. Insubordination (see "Insubordination," p. 40)
18. Mob action (nonviolent) (see "Mob Action," p. 40)
19. Persistent tardiness (tardy, without excuse, on four or more days within a period of 45 rolling school days) (see "Tardiness," p. 15)
20. Possessing matches, lighters, etc.
21. Truancy (see "Truancy," p. 42, "Attendance Policy," p. 1, and "Leaving Campus During the School Day," p. 9)
22. Using a skateboard, scooter, and/or roller blades while on campus (see "Skateboards," p. 12)
23. Using any telecommunications or other electronic devices, without permission, during school hours (see "Personal Electronic Devices," p. 41, and "Cell Phones and Other Electronic Devices," p. 3)
24. Vehicle violations (see "Vehicle Violations," p. 42, and "Parking Regulations," p. 10)

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"
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. 36)
2. Bullying (violent) (see “Bullying,” p. 36)
3. Cheating/plagiarism (see “Cheating/Plagiarism,” p. 37)
4. Cyber-bullying (violent) (see “Cyber-bullying,” p. 37)
5. Detention violation (see “Detention Violation,” p. 38)
6. Disruptive behavior not defined as a Level III or IV offense (see “Disorderly Conduct” p. 38)
7. Failure to comply with conditions of in-school suspension placement
8. Failure to comply with school medication policies (see “Medication Policies,” p. 20)
9. Fighting (see “Fighting,” p. 38)
10. Gambling (see “Gambling,” p. 38)
11. Gang-related activity (nonviolent) (see “Gang-related Activities,” p. 39)
12. Harassment/hazing (violent) (see “Harassment/Hazing,” p. 39)
13. Mob action (violent) (see “Mob Action,” p. 40)
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. 40)
17. Possessing, transferring, or using tobacco or tobacco products (see “Tobacco,” p. 42)
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. 40)
21. Refusing to allow student search
22. Sexual harassment / Misconduct (see “Sexual Behavior,” p. 41)
23. Theft (see “Theft,” p. 42)
24. Threats (see “Threats,” p. 42)
25. Throwing object not considered an illegal weapon that can cause bodily injury or property damage
26. Posting inappropriate or disparaging remarks, pictures, videos, or links to any ResponsiveEd managed social media site
27. 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. 36)
2. Destruction of school property (see “Destruction of School Property,” p. 37)
3. Gang-related activity (violent) (see “Gang-related Activities,” p. 39)
4. Indecent exposure (see “Indecent Exposure,” p. 40)

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, using, or being under the influence of alcoholic beverages (see “Alcoholic Beverages,” p. 36)
8. Possessing, using, or being under the influence of harmful drugs (see “Harmful Drugs,” p. 39)
9. Possessing, selling, distributing, or under the influence of a Harmful Drug (see “Harmful Drugs,” p. 39)
10. 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. 36)
2. Arson (see “Arson,” p. 36)
3. Assault or attempted assault (physical) of school staff (see “Assault,” p. 36)
4. Bomb threat (see “Bomb Threat,” p. 36)
5. Extortion (see “Extortion,” p. 38)
6. Felony violations not already referenced in the Student Code of Conduct
7. Inciting to riot (see “Inciting to Riot,” p. 40)
8. Possessing a weapon (see “Weapons Violations,” p. 42) or a look-alike weapon (see “Look-alike Substances or Objects,” p. 40)
9. Selling and/or distributing alcoholic beverages (see “Alcoholic Beverages,” p. 36)
10. Selling and/or distributing harmful drugs (see “Harmful Drugs,” p. 39) or look-alike harmful drugs (see “Look-alike Substances or Objects,” p. 40)
11. Terroristic threat (see “Terroristic Threat,” p. 42)
12. Unlawful assembly (see “Unlawful Assembly,” p. 42)

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.

APPENDIX

Parental Involvement Policy

Parental/Community Involvement: District

The Founders Classical Academy 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, Donuts for Dads, Muffins for Mom, and Grandparents Day.
4. Explain to parents and the community the State's content and achievement standards, state and local student assessments, 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;
5. 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.
6. 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;
7. 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;
8. 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;
9. Find and modify other successful parent and community-involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;
11. 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.

This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Date Adopted: 08/18/2014

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 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:

ResponsiveEd Arkansas
Complaint: Level One
Attn: Human Resources Department
400 Hardin Road, Suite 100
Little Rock, AR 72211

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:

ResponsiveEd Arkansas
Complaint: Level Two
Attn: Human Resources Department
400 Hardin Road, Suite 100
Little Rock, AR 72211

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:

ResponsiveEd Arkansas
Complaint: Level Three
Attn: Human Resources Department
400 Hardin Road, Suite 100
Little Rock, AR 72211

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:

ResponsiveEd Arkansas
Complaint: Level Four
Attn: Human Resources Department
400 Hardin Road, Suite 100
Little Rock, AR 72211

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 their 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.

Founders Classical Academy of Bentonville

Campus Procedures Addendum

and Student Expectations

Founders Classical Academies of Arkansas

MISSION STATEMENT

Founders Classical Academies of Arkansas seeks to provide an excellent and distinctive classical education that pursues knowledge, promotes virtue, and prepares students for prosperous lives in a free society.

Program Overview

Founders Classical Academy provides the most time-tested methods of educating students, and at the same time delivers the most cutting-edge education in America. At Founders Classical Academy, today's students receive a "classical" education. The entire curriculum at Founders Classical Academy is based in the Classical Liberal Arts and Sciences with a strong emphasis on civic education.

A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be able to live as responsible citizens of our republic.

Program Distinctives:

- The curriculum is knowledge-rich and built around the belief that there is a common body of knowledge all members of our society should master in the core subjects and in the arts.
- Classical virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.
- Emphasis is placed on *minds-on learning* and on fostering a spirit of inquiry in students.
- Standardized tests do not drive the curriculum.
- Literacy is taught through explicit phonics and traditional grammar and composition in the elementary grades.
- Greek and Latin root words are taught in upper elementary grades.
- Latin studies are an integral part of the upper school curriculum.
- Math is taught conceptually.
- Science instruction is grounded in a historical context.
- Logic, classical composition, and rhetoric are emphasized in the upper school grades.
- Literature and history instruction are rooted in primary sources and in great books.
- Instruction in the arts includes theory, history, and performance.
- Students are trained in study skills, planning and organization, close reading of text, and note-taking.
- Importance is placed on bodily fitness and physical education in concert with fit minds.

Academic Standards

Founders Classical Academy upholds high academic standards for all students regardless of background, socio-economic status, and ability. The curriculum is content-rich, following a Classical, traditional education model, with provisions to challenge all students to achieve academic excellence.

- Promotion and graduation requirements meet or exceed state requirements.
- Students experience the defined curriculum and must earn promotion and graduation.

- All students are given the opportunity to acquire mastery of study skills, which make learning possible and encourage self-motivation.
- Students are assessed formatively and summatively through class-work, regular assignments, research projects, and periodic tests, the levels of which will be measured against district, state, and national norms.
- Interventions are provided for students struggling to acquire essential knowledge and skills.

Character Education: Promoting Virtue

The environment and curriculum at Founders Classical Academy are designed to promote and build strength of character in students by promoting good habits, by teaching precepts, and by providing examples of virtue.

- Administrators and faculty encourage and model habits of honesty, respect, individual responsibility, and self-discipline to promote these traits.
- The Philosophical Virtues, *courage, justice, wisdom, and moderation*, as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.

Virtues and Student Discipline

School Motto

Respice, Adspice, Prospice

By studying the past and analyzing the present, students will be ready to contribute to the future.

Student Motto

Honor: *I will honor those things which are good, true, and beautiful.*

Respect: *I will show respect to others at all times.*

Service: *I will do good things for others without being asked.*

Excellence: *I will strive for excellence in all things.*

Perseverance: *I will fulfill commitments and not give up or act on discouragement.*

Student Cultural Protocol

The expectation at Founders Classical Academy is that students will act according to specific standards:

- *that promote learning,*
- *where good citizenship is integrated into and evident in the school culture, and*
- *where behavior is aligned with honor, respect, service, excellence, and perseverance.*

The following list, though not exhaustive, outlines some basic rules and standards for students at Founders Classical Academy. Refer to the RES Student/Parent Handbook for detailed code of conduct information.

1. When engaged in conversation, students should maintain eye contact and speak clearly.
2. When greeting or being greeted by another, students should offer a “Hello,” “Good morning/afternoon,” or something similar.
3. When indoors, students should speak only at moderate volumes; when in the halls, they should speak in conversational tones.
4. Students should never use inappropriate phrases or words.
5. Students should not interrupt others in conversation; if necessary, students may interrupt by saying “excuse me.”

6. Students should not walk between others engaged in conversation unless necessary, and then only by excusing themselves.
7. Students should address adults by their titles; answer them using “sir” or “ma’am.”
8. Boys should hold the door for girls and ladies whenever they meet at an entry.
9. Students should sit correctly in their seats, feet and chairs level with the floor.
10. Students should pick up trash if they see it, even if they didn’t put it there.
11. Students should be helpful. If an adult or fellow student needs help carrying something or finding something, etc., help him or her.
12. If a teacher needs a job done, volunteer to do it.
13. Students are expected to maintain a proper decorum at all times and in all places.

Guidelines for Speech

Before you speak, THINK.

T – *Is it True?*

H – *Is it Helpful?*

I – *Is it Inspiring?*

N – *Is it Necessary?*

K – *Is it Kind?*

Grades K-4

At the grammar level, teachers will provide logical consequences that will allow a student to experience the results of a poor choice, enabling him or her to make better choices for the future. Teachers will use Character cards to communicate to families the character traits from the school motto their child exhibits both positive and negative. Repeated Level I offenses and Level II, III or IV are handled by administration. Refer to the RES Parent/Student Handbook for lists of Level I, II, and III, IV offenses and consequences.

Grades 5-7

Demerits

Demerits are earned by any violation of a school rule (Level I offense). Demerits are also earned for missing homework. Teachers will give a warning for the first occurrence, and a demerit for each subsequent missing assignment. Demerits may result in Detentions and Suspensions.

Any student who would like to discuss a demerit, ask questions, or present additional information respectfully, should do so before the end of the next school day. After this time, demerits may not be reconsidered. Demerits may carry with them other obligations (i.e., lines, letter of apology, verbal apology, etc.). Three demerits lead to a detention.

Detentions

Detentions are earned by repeated offenses, or more serious infractions. Detentions may be assigned as lunch detentions, morning detentions, afternoon detentions, as assigned by teachers or school administration, or Saturday detentions, as assigned by the school administration.

Suspensions

Suspensions are earned by accumulating three Detentions or a single weightier offense in accordance with Responsive Education Solutions policy as outlined in the ResponsiveEd Parent/Student Handbook.

Three demerits lead to a detention. **Three detentions within a 45 day period** lead to a suspension.

Three suspensions may lead to an expulsion.

*Note: some Level II, III, or IV offenses result in immediate suspension or expulsion. Refer to the RES Parent/Student Handbook for lists of Level I, II, and III, IV offenses and consequences.

Learning Environment

Founders Classical Academy promotes an environment that fosters learning and character development.

- There is a defined standard of appearance and a structured campus.
- Positive student-parent-teacher relationships are fostered.
- The faculty consists of a collaborative group of professionals focused on student achievement and character development.
- Success in our rigorous academic program is dependent upon consistent student effort and completion of assignments.
- Students must maintain high standards of behavior in order to remain in good standing at Founders Classical Academy.
- Extra-curricular activities are offered and encouraged.

Please review Section IV, the Student Code of Conduct, p. 31.

Academic Program

The K–12 curriculum follows the *Core Knowledge* sequence. Our curriculum is a knowledge-rich curriculum sequence that effectively builds in students the grammar of each subject area preparing them for more advanced studies in later grades. Core Knowledge (CK) is built upon the following ideas:

1. there is a common body of knowledge all students should learn, i.e., cultural literacy that enables societal cohesion,
2. reading comprehension is dependent upon solid academic background knowledge, and
3. students must be better prepared to become more informed and responsible citizens of our republic.

Enhancements in elementary grades include additional novels in some grades and the study of Latin and Greek root words in grades 3–6. Methods and resources from *Access Literacy* are used to teach explicit phonics, spelling, writing, and English grammar. *Singapore Math's Dimension* program is used in grades K-8 to teach math concepts. Instruction in Latin begins in seventh grade and continues into high school, and Logic instruction begins in seventh grade.

While the Core Knowledge sequence ends with 8th grade, the knowledge-rich spirit of CK will continue in the high school curriculum at Founders Classical Academy through the Founders Scope and Sequence. One difference is the instruction will be more dialectical in both the middle and high school grades, and the process of learning rhetoric that begins in the early grades will reach advanced stages in high school. The high school grades will feature an advanced arts and sciences curriculum. Students will learn content in a more in-depth manner, and the focus will be decidedly more coordinated to Western Civilization. In the humanities, priority will be given to original sources and great books as opposed to textbooks. Math and science will offer rigorous training in fundamentals and theories in these disciplines, including both logical methods of inquiry and the scientific method. Fine arts are promoted from the start with CK and will continue through high school with both in-school and extra-curricular opportunities in art, chorus, drama, and orchestra.

Progress Reports

Progress Reports are posted to the Home Access Center (HAC) mid-way through each marking period. Parents, however, are expected to regularly monitor student planners, notebooks, and grades. Grades may be checked throughout the year through the HAC. Generally speaking, Progress Report grades should not come as a surprise to parents.

Report Cards and Grading Policy

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 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 are issued every nine weeks.

One of the main purposes of grading is to determine levels of student academic mastery. Grades will be assigned in all classroom subjects. The grading scale below is used for all grades except kindergarten and first grade. Incompletes will only be given under special circumstances as determined by a classroom teacher in coordination with the headmaster.

- A** – Mastery
- B** – Proficiency
- C** – Sufficiency (Competence)
- D** – Insufficiency
- F** – Failing

In addition to these general parameters, we will be using a 4.0 grading scale. For all academic classes in grades 1–12, the following Arkansas Uniform Grading Scale and numeric values will be used for assigning grades and for computing student grade point averages (GPAs):

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

End of the Year Awards

Students receive End of the Year Awards to recognize academic achievement, attendance, and character. The following awards are given each year:

K-7

All A Honor Roll – students must earn all As in every class each 9 weeks (on all four report cards)

A-B Honor Roll – Students must earn all As and Bs in every class each 9 weeks (on all four report cards)

Perfect Attendance – Students must be present for the full day each day of school.

Character Awards – In grades K-4, five students in each homeroom class are recognized for demonstrating our Student Honor Code of Honor, Respect, Service, Excellence, Perseverance. In grades 5-8, five students are recognized in each grade level.

Academic Honesty

Students are responsible for academic behaviors and are expected to produce their own work at all times. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties (refer to school club and athletic policies for additional consequences). Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher and headmaster, taking into consideration written materials, observation, or information from students. Members of National Junior Honor Society and National Honor Society will also be subject to a review by the society honor review board.

In an effort to preserve the integrity of education at Founders, no AI technology or chatbots may be used by students to complete assignments, quizzes, and tests of any kind in their classes or to complete homework. Students should not be using smartphones or tablets or other electronic devices in class. Laptops may be used with teacher permission. Students may not have a chatbot app downloaded to their personal laptop or to a school chromebook or laptop. Students found using a chatbot or having an AI app on their computer may be subject to disciplinary action.

Academic Textbooks and Supplies

Founders Classical Academy desires the best in learning resources for its students. Books and other resources loaned or given to students are to be treated appropriately. Students are responsible for these materials. If resources given to a student are lost, the student must pay for any necessary replacement. If loaned resources are lost or damaged, the student must also pay for its replacement.

Homework

The majority of class time should be spent in instruction and dialogue. Homework is reserved mainly for reading and meaningful independent activities that provide for practice of content learned in class, preparation for upcoming lessons, or work on long-term assignments such as essays, reports, presentations, etc. Students at Founders Classical Academy will be assigned homework on a regular basis. It is an integral part of the school program and aids students in advancing their studies. We ask parents to help communicate

to students the importance of establishing a silent and distraction-free environment for completing all homework.

Students are expected to complete the homework assigned and parents are expected to monitor their child’s homework activity. If a student does not complete homework as assigned, he or she may receive a consequence and/or loss of credit for the assignment. Most importantly, the learning process will have been hindered. Parents will be required to meet with the teacher and headmaster if a student is consistently failing to complete assigned homework.

Homework Guidelines			
Guidelines are a general expectation but may fluctuate depending on student pacing and/or long term projects			
Grade	Independent Homework	Independent Reading (Minimum required)	Listening to Reading (Minimum required)
Kindergarten		5-10 minutes	15 minutes
First	10 minutes	10 minutes	10 minutes
Second	20 minutes	10 minutes	10 minutes
Third	30 minutes	20 minutes	<i>Listening to reading is encouraged for students of all ages, but not required for students in 3rd grade and beyond</i>
Fourth	40 minutes	25 minutes	
Fifth	50 minutes	25 minutes	
Sixth	60 minutes	25 minutes	
Seventh-Twelfth**	Amounts may vary according to subject, approximately 1.5-2 hours per night		

**One consideration with homework duration, especially at the beginning of the year, pertains to the students themselves. Some students work faster than others. All students, however, will “get in shape,” so to speak (or better shape). Once they learn teacher expectations and gain more experience in reading, writing, etc., they will complete homework at faster rates.

Make-Up Work

It is the responsibility of the student to make up missed classwork and homework after any absence, planned or due to illness, in a timely manner. A student, or parent in the case of young children, may contact the teacher or contact a classmate. Do not contact the school office. Missed work due to absence must be made up within the same number of days missed, not to exceed 5 days. For example, if a student is absent 1 day, then he or she has 1 school day in which to make up the work; a two 2 day absence would mean 2 school days in which to make up the work, etc.

- An absence on the due date of a major assignment (essay, lab report, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam on the day of his or her return. Absences during the preparation time of a major assignment may not extend the due date.
- Assignments taken home before or during an absence are due the day the student returns to class; this includes assignments given to a student to complete while on a trip.
- Grade penalties will affect assignments turned in late.

- It is wise for students to coordinate with a friend (perhaps one who lives close by) early on in the year so handouts might also be collected for the absent student. If a student is unable to coordinate with another student, it is the student’s responsibility to seek the guidance of teachers regarding missed work as soon as he or she returns, so as to be ready for upcoming assessments.
- Family vacations are not excused absences. However, arrangements can be made for make-up work in exceptional cases approved by Assistant Headmaster/Headmaster; if you know your child will miss school, you must notify teachers at least one week in advance of the absence after approval has been received. Avoid vacations that cause your child to miss school, especially when mid-term and final exams are administered. Tests and quizzes cannot be made up (or taken prior to leaving) in the case of any unexcused absence, including family vacations.

Note: Make-up work policies refer to “documented” absences (illness, verified with a parent or doctor’s note, field trip, family vacation, or other documented absences as described on page 2 of this Handbook).

Attendance Procedures

Regular school attendance is essential for the student to make the most of his or her education—to benefit from lessons, to build each day’s learning on that of the previous day, and to grow as an individual. In short, there is no substitute for being in class. 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.

Minimum Days of Attendance

State law requires compulsory school attendance of children between the ages of 5–17, inclusive.

- For grades K–8, students must attend a minimum of 168 days, or 90 percent (no more than 9 absences per semester).

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.

When students know ahead of time that they will be absent, the parent should notify the office either in writing or by telephone regarding the absence and contact the teacher(s) for any make-up work (see Make-up Work Policy above).

Definition of Absence

“Absence” means a student was not present at a roll call or during some portion of the school day.

Extended Absence Policy

State law mandates that a student is dropped from the enrollment after 10 consecutive days of absence. As a result, that enrollment spot is open and our charter requires that if we have a wait list, we will fill that opening. Therefore, once you have been dropped from the roll, you must re-enroll. If there is an opening available, you could enroll, otherwise you would go on a wait list.

Hours of Operation - Bentonville

The School day for grades K-6 are as follows:

- K-1 begins at 7:45 a.m. and ends at 2:45 p.m.
- 2-4 begins at 7:45 a.m. and ends at 3:00 p.m.
- 5-7 begins at 8:00 a.m. and ends at 3:25 p.m.

Students may arrive on campus no earlier than 7:15 a.m. and must leave school no later than 3:35 p.m. (unless they are participating in an afterschool activity with a school staff member).

Picking Up Your Child Early

In order for a student to leave school during normal school hours, a parent must sign the child out in the school office. The school secretary or aide will call the classroom to get the student and take him or her to the parent in the school office. No child will be released to any adult at the classroom door other than a school designated employee or school appointed volunteer.

We ask that you refrain from picking up your child before the end of the school day when possible. Please schedule your doctor, dentist, or any other appointments before or after school or on a scheduled day off. If not possible, the office must have a written note by 12:00 p.m. letting the office know your student will be leaving early. Families who need to pick up their student(s) before dismissal, need to arrive before 2:30 p.m. for K-4 and 3:00 p.m. for 5-7. If a parent or guardian comes to the office to pick up a student after these times, those seeking to pick up the student will be directed to the car line as students are transitioning to the car line.

If you arrive early to pick up your child, please enter the car line and wait for the children to be brought outside.

Drop-Off/Pick-Up

Volunteers and staff will supervise the drop off and pick-up areas. (Please follow signs and directions given by Founders Classical Academy staff members or volunteers.)

Students Walking or Riding a Bike

Please see the "*Walker/Biker Permission*" on our website

Drop Off

Please wait until the car is approached by a teacher before letting students leave the car. **PLEASE DO NOT WALK STUDENTS TO THE BUILDING.** There will be staff greeting students every morning.

After-School Pick Up

It is our desire that after-school pick up be done in a safe and timely manner. In order to accomplish this, please abide by these simple guidelines:

1. Display the car rider sign, *provided by the school*, in the front windshield. Please use **only** the signs provided by the school. Homemade signs **or pictures of sign on electronic devices** will be considered no sign. This ensures that we know the right person is picking up your child as anyone could make a sign and claim to be authorized to pick up a child. AGAIN, for security purposes, if you do not have a school-issued sign, you will be asked to park and come inside. **AFTER** all cars with signs have picked up their students, we will have you sign out the students you are here to pick up.

Please let us know if you need more signs or a new sign, and we will get them to you ASAP!

2. *Please* remain in your car and wait for your student to be brought to the car. **Please do not park and walk up or send someone inside the building to pick up a student.** This may seem quicker but actually slows down the entire process. It is not safe to have anyone walking across the parking lot during this busy time. Also, we want to be sure the right student goes with the right person, and that cannot always be done if parents are walking in and picking up a student randomly.

It really is safer and faster if parents or designated people stay in their cars during this time!

3. If for some reason there will be a change with regard to who will be picking up your child, please notify the office so we can be sure your child goes home with the right person! **PLEASE BE SURE TO COMPLETE THE EMERGENCY CONTACT FORM YEARLY.** When parents plan for a Classical Academy student to leave

school with someone not on this card, the school office must be notified no later than 2:00 p.m. the day of this change. We will ask for I.D. and call you to confirm that the correct person is picking up your child.

At 3:45, all students who have not been picked up will be escorted to the After School Program. Parents will be required to meet with the headmaster if a child is picked up late more than three times in a nine-week grading period.

School Tardies

Students are expected to be with their class by campus start time (please see campus hours of operation). Students arriving after campus start time are considered tardy. All tardies are unexcused, except for instances when children have written doctors' notes. Tardy students ***must be escorted by a parent or guardian to the school office*** to sign-in and receive a tardy slip before going to class. **Students are considered tardy until 8am for K-4 and 8:10am for 5-7. After these times, missed instructional time is considered an absence.** If the weather is inclement (e.g., raining) when you wake up, please plan to leave 5 or 10 minutes early to avoid being late. Excessive tardies, which disrupt the classroom, will result in a parent conference.

Field Trips

Students will have the opportunity to participate in field trips during the school year. Field Trips are designed to supplement the curriculum taught in class and enhance the learning experience. **Students in any grade with 5 or more unexcused tardies in a 45 day prior to the field trip will be ineligible for participation and required to remain on campus for reteaching/lesson review.**

Volunteer parents will be needed to help chaperone. Childcare arrangements must be made for younger siblings of parents going on field trips; ***siblings cannot be brought on field trips***. All volunteers will need to have a background check on file in the school office prior to chaperoning students. Please see our school website for the link to get your background check.

(Note: Background checks can take 2 to 3 weeks before completion.)

This application will also have to be completed each new school year for any volunteer.

Parents wanting to transport students to and from field trips or any other school related event, must complete the Volunteer Driving Application; it will only take a few minutes. Please see our school website for the link to complete the Volunteer Driving Application.

As with the volunteer application, **this application will also have to be completed each new school year for any volunteer responsible for driving students.**

Students must have a signed permission slip to attend a field trip. Portable audio devices, head/earphones, hand-held video games, etc., are not allowed to, from, or during a field trip.

Parents chaperoning students are responsible for the behavior of the students in their care:

- No inappropriate conversation, words, or other inappropriate behavior should be allowed (Student Protocol will be expected at all times).
- If a child's behavior becomes an issue it should be brought to the attention of a school employee immediately.
- Chaperones are expected to help the teacher maintain respectful student behavior for the duration of the field trip.
- Chaperones should always follow the rules set forth by the teacher and/or school. If the students are asked to bring a sack lunch, then the chaperone needs to bring a sack lunch.
- The chaperone should not make any extra stops for refreshments not scheduled by the teacher.
- Chaperones should always stay with the students for whom they are responsible and never leave them unattended.

- If an emergency occurs, please find another adult who can take responsibility for your students while you handle the emergency.
- If the students have been instructed by the teacher to be at a certain place at a certain time, it is the responsibility of the chaperone to see that they are there.
- Chaperones must participate in all the activities of their group. For the safety of the students, if you are not willing or physically able to keep up with the students assigned to you, please do not volunteer.

Unless arrangements are made through the administration, students must wear the Classical Academy school uniform clothing on field trips.

Video Viewing Procedures

Videos may be used in class from time to time to support a lesson. In order to be used in class, videos must meet specific curricular objectives and will not have profane language or sensual content.

Teachers must receive prior approval from the headmaster or designee in order to show a video. Teachers are responsible for previewing videos to ensure they are appropriate. In grades K-3, only G-rated videos may be shown. In grades 4-8, G and PG videos may be shown; if a PG-13 video is approved for showing, a parent permission slip must be sent home with students.

Cell Phone/Electronic Devices Procedures

- There are no cell phones, smart watches, or electronic devices allowed on campus.*
- If a student is seen with a cell phone or electronic device, or the phone/device is seen or heard, the phone/device will be taken, and the device will be given to the headmaster. It will be the student's responsibility to notify their parent or guardian that the device will need to be picked up by the parent or guardian from the headmaster, at the headmaster's convenience. A \$25.00 fee will apply.
- A second offense will result in a \$50.00 fee and a parent conference will be required to regain possession of the phone/device.
- A third offense will result in permanent loss of the phone/device and possible suspension from school.
- Any student refusing to give the phone/device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

*If there is a legitimate need for a student to have a cell phone for after-school use, then a student may bring a phone to school; however, the cell phone MUST remain turned off during school hours and in car line.

ANY phone, smart watches, or electronic device seen or heard during the school day will be collected and given to the headmaster.

School and Classroom Newsletters

Good, open communication is vital to a healthy relationship between parents, teachers and administration. Founders Classical Academy has chosen to maintain direct email to parents and to publish a journal/newsletter that will be available on the school website. Parents are asked to watch for and review the email updates as they will be an accurate update on all events affecting you and your children at school. Dates of up-coming events will be published and notification of important happenings on campus will be announced. Grade-level teachers will send out a paper copy and/or an electronic copy of their class/grade-level newsletter in grades K-4. Grades 5-7 teachers will communicate regularly with parents regarding up-coming units and tests.

Parent Communication With Administration, Faculty, and Staff

Parents may use any of the following means of communication with administrators, faculty, and staff:

- E-mail,

- A note dropped off to the school office, or
- Face-to-face meeting by submitting a completed *Parent/Teacher Pre-Conference Form* and scheduled in advance using one of the methods above.
- Parent Square Notifications

Guidelines regarding return communication:

- Headmaster and other administrators – due to the large volume of day-to-day responsibilities facing them, they will have to prioritize requests; you can expect to be contacted within 3 business days.
- Faculty – will make every effort to respond within 1 full business day, and no more than 2 full business days.
- Office Staff – will provide a response within 1 business day.

Note: Please keep in mind that email does not always make it to intended recipients. If you do not receive a response via email, please try one of the other means of communication.

Chain of Command when communicating about your student:

- Initial communication should be expressed to your child’s teacher.
- If additional communication is warranted, parents should consult the appropriate administrator according to whether the matter concerns discipline or academics.
- If further communication is needed after meeting the headmaster, the parents should seek a meeting with the Regional Operations Director.

Parent Teacher Conferences

Teachers shall communicate with the parent(s) or guardian(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 parent(s) or guardian(s) of each student at least once a semester through a parent-teacher conference or telephone conference.

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

A parent/teacher conference may be scheduled at any time a parent or the teacher feels one is necessary. To schedule a conference with a teacher, please contact your teacher, obtain and complete a *Parent/Teacher Pre-Conference Form* (These forms are available from the teacher, in the front office, and in the appendices of this Handbook.), then schedule an appointment during the teacher’s conference time. This will allow for the most productive meeting.

Parent Grievances

Should a parent have a grievance concerning a particular class or the administration of the school, the grievance should be resolved using the following protocols. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else.

1. **The Teacher:** Parents should schedule a meeting with the teacher outlining the nature of the meeting in advance by completing the *Parent/Teacher Pre-Conference Form* (Form A). Depending on the seriousness of the issue, a school administrator may be present. Under no circumstances is it acceptable for a parent to confront a teacher about an issue with students present, including his or her own.
2. **Assistant Headmaster/Dean:** If the grievance cannot be resolved with the teacher and the matter regards discipline, the parent should schedule a meeting with the assistant Headmaster. A completed

Parent/Administration Pre-Conference Form (Form B) will need to be submitted prior to setting an appointment.

3. **The Headmaster:** If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the headmaster. A completed *Parent/Administration Pre-Conference Form (Form C)* will need to be submitted prior to setting an appointment.
4. **The State Director:** If the grievance cannot be resolved after meeting with school administration, then a parent should submit his grievance to the Regional Director of Operations for ResponsiveEd.

Note: Civil communication is expected at all times. Rude communication or behavior toward faculty or staff will not be tolerated. In the case of a grievance, face-to-face meetings may be preferable to e-mail communication.

Parental Involvement Policy

Parental/Community Involvement: School

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

To achieve such ends, the school shall work to:

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

To help promote an understanding of each party's role in improving student learning, Founders Classical Academy shall develop a compact that outlines the responsibilities of parents, students, and the school staff in

raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Founders Classical Academy shall convene an annual meeting or several meetings at varying times, if necessary, to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parent's right to be involved in the education of their child. Founders Classical Academy shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement. This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Rules for Founders Classical Academy Extracurricular Activities

Clubs and Sports

Founders Classical Academy will promote virtue, both in academic and athletic arenas, which is at the heart of what we stand for at the academy. Therefore, if a student is suspended from school for any reason, the student will also be suspended from extracurricular participation for a time of at least one week and will be subject to the termination of rights of participation for a more substantial length of time depending upon the severity of the offense and the discretion of the Headmaster.

Students are responsible for the specific expectations and rules set forth in extra-curricular club, society, and athletic team documents, including, but not limited to, those of the National Honor Society and Student Council.

Parent Responsibilities

Until such time as the programs at the Classical Academy develop and funds are raised, the Classical Academy will not provide transportation to away games or competitions in academics or athletics. While parents may choose to carpool with one another, Founders Classical Academy is not responsible for the transportation of students to and from contests.

Parents with children playing sports will also be asked to pay a small fee for participation that will help defray the cost of uniforms and coaches. This will differ from sport to sport or activity to activity depending upon the associated expenses.

There will normally be a small ticket charge at the gate of home and away athletic contests. Therefore, you should be prepared to pay for admission into contests at the various venues.

Practices and contests will be scheduled by Founders Classical Academy. Participants are expected to attend all practices and games unless excused by the head coach prior to the date. Transportation to and from practice will be the responsibility of the parents.

Parents should strive to be active in the PTO Organization and in volunteer efforts related to the needs for home events and various presentations. Parents may be asked to volunteer with taking tickets, concessions, clock operation, dress rehearsals, and other important activities associated with running a good extracurricular program. Your assistance with your time and resources will help the Classical Academy to move the programs to a high level for your children and others in the coming years.

Student School Dress Code

The purpose of a dress code is to prevent unnecessary distractions in the classroom and create a positive learning environment. Students should arrive at school each day wearing official Founders Classical Academy uniforms with the school logo. These must be purchased from Lands' End:

- Bentonville School code: **900155722**

Allowance of clothing, accessories and issues not addressed in this Code will be determined by the Headmaster.

The school has adopted the following uniform policy for students:

Dress Code:

General Guidelines for Girls:

- Skirt length should not be shorter than 2 inches from the crease of the back of the knee
- Appropriate undergarments and modesty shorts are to be worn under skirts at all times (solid navy)
- Belts must be worn with pants at all times; pants must fit well (not too tight)
- Hair accessories must match uniform (white/gold/navy/gray or combination thereof)
- Highlighting and coloring of hair are permitted as long as the highlights and color are a natural hair color; no wigs except for medical reasons
- Jewelry must be minimal and non-distracting, and necklaces must be worn inside of shirt, hidden from view and only single ear piercings are allowed
- Tongue rings and other visible body piercings, including nose and eyebrow rings, are not allowed. No gauges may be worn in pierced ears, and students may not wear grills on teeth. Girls may wear earrings that are simple studs or hanging earrings, provided that they hang no lower than 1/2 inch below the earlobe. Girls may wear no more than two earrings per ear
- Visible tattoos or body art are not allowed
- Shirts must be tucked in at all times
- **Bentonville Campus Only:** *Fifth through Seventh Grade students who travel between buildings may wear rain shoes/boots or duck shoes/boots on rainy days ONLY*

Girls Uniform Guidelines

Standard Dress

- Variety of long and short sleeve, gray, white, light blue or navy polo with logo
- Gray, khaki or navy pants or mid-thigh length shorts with a black or brown belt. Pants must fit well and not be too tight. No leggings as pants.
- Gray, khaki, navy or plaid skirt - no shorter than 2 inches above the knee
- Gray, khaki, navy or plaid jumper with logo - no shorter than 2 inches above the knee
- Gray, khaki or navy Ponte Dress with logo
- Mesh navy polo dress with logo (long or short sleeve)
- Modesty bike shorts in navy must be worn under skirts and jumpers and should not show when standing
or
- Solid black, white or navy tights or leggings (no embellishments)

Leadership Thursday-Optional

- White polo or button down shirt with logo
- Plaid skirt
or
- Plaid jumper with logo and white polo
- Leggings or modesty shorts underneath following above guidelines.

Required Footwear must be solid colored, closed toed, closed heel:

- Preferred shoes:

- Solid colored navy or black shoes
- Additional shoe options:
 - Solid colored, closed toed and closed heel
 - Black, light brown, or dark brown dress shoes
 - Sneakers/ tennis shoes must be low or mid tops (no high tops) and the majority of the shoe should be solid-colored black, navy, gray, white, brown.

Only other outerwear item to be worn in classroom besides sweater:

- Gray, navy, or white cardigan with optional logo
- Lightweight fleece half-zip pullover (classic navy, gold thread logo)
- Quarter-zip pullover (classic navy, gold thread logo)
- Fleece lined rain jacket (classic navy, gold thread logo)
- Thermo plume jacket (classic navy, gold thread logo)

General Guidelines for Boys:

- Only solid white t-shirts (no writing) may be worn under uniform shirts
- Belts must be worn with shorts and pants at all times
- Boys hair must be neatly cut, combed and may not cover the eyes. Sideburns should be neatly trimmed and extend no longer than the bottom of the earlobe. Hair must be a natural color.
- Facial hair must be neatly groomed and trimmed.
- Abnormal or excessive hairstyles are not allowed (eg. tails, mohawks, haircut designs)
- Shirts must be tucked in at all times
- No piercings are allowed
- Visible tattoos or body art are not allowed

*Fifth through **Seventh** Grade students who travel between buildings may wear solid color rain shoes/boots or duck shoes/boots on rainy days ONLY*

Boys Uniform Guidelines:

Standard Dress

- Gray, khaki or navy uniform pants or shorts with a brown or black belt
- Gray, white or navy polo with logo

Leadership Thursday-Optional

- White polo or button down shirt with logo
- Navy uniform pants with black or brown belt

Required Footwear must be solid colored, closed toed, closed heel:

- Preferred shoes:
 - Solid colored navy or black shoes
- Additional shoe options:
 - Solid colored, closed toed and closed heel
 - Black, light brown, or dark brown dress shoes
 - Sneakers/ tennis shoes must be low or mid tops (no high tops) and the majority of the shoe should be solid-colored black, navy, gray, white, brown.

Only other outerwear item to be worn in classroom besides sweater:

- Gray, navy, or white cardigan with optional logo
- Lightweight fleece half-zip pullover (classic navy, gold thread logo)
- Quarter-zip pullover (classic navy, gold thread logo)
- Fleece lined rain jacket (classic navy, gold thread logo)
- Thermo plume jacket (classic navy, gold thread logo)

Spartan Spirit Friday

Students may participate in Spartan Spirit Fridays by wearing **Uniform bottoms or jeans and a Spartan Spirit Shirt or regular Founders polo.** Students may wear Blue Jeans without holes, without slits, and must be free of decorations or embellishments; students may not wear skinny or baggy jeans, or joggers. Students may wear any approved spirit wear t-shirts, including shirts approved for extra-curricular activities or uniform shirts. There may be other pre-approved, designated days where spirit wear may be worn. If students are not wearing spirit wear, they must be in uniform.

Trends

Each year there are a few new trends that show up at school. These, of course, cannot be listed nor a regulation devised to specifically cover them. When a new trend interferes with the appropriate learning atmosphere, becomes a nuisance, or violates the spirit of the dress code, then it will not be permitted. The Headmaster will make this decision.

Quality

Torn, cut, or ripped clothing may not be worn.

Expense

The purpose of the dress code is to create and maintain an orderly, positive learning environment. The dress code requirements should not keep your student from attending Founders Classical Academy. Financial assistance is available to qualifying families. Please inquire with the school for more information.

Enforcement Policies If a student’s dress or grooming is inappropriate or objectionable under these provisions, faculty shall request the student to make appropriate corrections. If the student is unable to meet the dress code or refuses to make the necessary corrections, the Headmaster or Assistant Headmaster shall notify the student’s parent and request that the parent make the necessary correction. If both the student and parent refuse, the Headmaster shall take disciplinary action.

Appropriate disciplinary procedures shall be followed, including removal from school until the student is in compliance with the dress code. Decisions of the Headmaster or designee regarding dress and grooming are considered final. Failure to comply with the dress code will result in disciplinary action.

Navigating Lands’ End

1. Go to the Lands’ End main site at www.landsend.com.
2. Click on “school uniform.”
3. Click on “Find My School.”
4. Enter your information or “Or find my school using my preferred school number.” The preferred school number for Founders Bentonville is 900155722 and for Founders West Little Rock is _____.

It is recommended that you create your own account in order to learn about Lands’ End uniform and logo sales.

Additional Clothing for Grades K and 1 Students

All FCA Kindergarten and 1st grade students are required to have an extra change of clothing at school (This does not have to be a school uniform, but it is recommended.). Please include socks and underwear.

Visitors on Campus

Founders Classical Academy has a mandatory sign-in procedure for all visitors on campus, including parents. We ask that you not go to your child's classroom, the lunchroom, the gym, or any other place on campus without stopping in the office, signing in, and getting permission. Office staff or school administrators will be glad to assist you. **Students from other schools are not allowed to visit our campus unless they are scheduled for an official shadow day.**

Every classroom interruption sets back learning time. Teachers are distracted and some students are unable to refocus on their lesson once interrupted. This procedure is in place to ensure your child receives the ultimate academic time available without distraction, as well as for their safety, by knowing who is on campus at all times. The procedure also applies to student drop off and pick up. When teachers arrive in the morning, they have certain preparations that must be completed before receiving the students. After school, they have lesson plans to wrap up, tutoring to conduct, papers to grade, calls to return, etc., and still leave the school early enough to spend time with their families in the evening.

All of our teachers welcome parent/teacher conferences, as long as they are scheduled in advance and on their calendar. Please complete the *Parent/Teacher Pre-Conference Form*, then call the school office or e-mail your child's teacher to schedule a conference.

Inclement Weather

When the weather turns cold, and snow and ice threaten a school closing, you may tune into TV and/or radio to find out if Founders Classical Academy will be closing. We will follow the Bentonville Public Schools (BPS) when making our decision. If you see that BPS is closed or delayed, then so are we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed, there will not be a school employee on campus.

If there is dangerous weather during car line, the following protocol will take place: Safety will be priority

- If lightning is striking within 10 miles we move students inside and pause car line
- We will let you know if car line is suspended temporarily immediately through ParentSquare
- If a tornado warning is issued during car line, we will suspend car line until the warning is over. Parents should come in for shelter. Students will be moved to their tornado shelter location.

Parent Contact Information on File

If for some reason any of your contact information changes during the school year, such as your home, cell, or work phone numbers, please contact the office immediately and let us update the information in your child's records. **It is extremely important that we have current contact information at all times so we can reach you during the school day. This is for the safety of your child.** We must be able to contact you in the event of a medical emergency. If you receive a call from the school asking you to pick up your child and you are not available, it is your responsibility to make arrangements for someone else to pick up your child. Please inform the person picking up your child that he or she is required to show a state-issued picture ID before your child can be released.

Classroom Interruptions

It is extremely important that parents do not interrupt the classes during the school day by going directly to the classroom and drawing the attention of the teacher away from his or her responsibilities for a "quick question." An e-mail or note should provide parents with a means of quick communication.

When you go to the school office, the secretary or aide will assist you in delivering lunches, supplies, or other forgotten messages or items. Medicine should be taken to the school nurse office. It is less disruptive for school personnel to deliver these items, and school personnel are glad to serve you.

Lost Items at School

Please make sure your child's name is on items he or she brings to school. This will help us identify the items when they are misplaced. As the weather changes from hot to cold, there will be many coats and sweatshirts, etc., that look alike. Be sure to write your child's name on lunchboxes and containers inside the lunchboxes. Anything you want to keep should be labeled.

Meals at School

Breakfast and Hot Lunch

Every parent will have the opportunity to apply for the free and reduced meal program. The applications are sent home with students the first week of school. Once the application is returned to the school, your approval or denial letter should come home in a few days. Parents are responsible for the full price of student's meal until the free or reduced priced meal application is approved and starting date begins.

Meal charge guidelines for Founders Classical Academy are as follows:

All students may charge meals only on occasions when money is unavailable and the student would have to miss meal service. This is a courtesy extended to the student and should not occur on a regular basis. Students whose accounts show a deficit amount will be informed by the cashier as they go through the line. Students will be allowed to charge up to 5 meals. After 5 meals charged to an account, parents will be contacted.

Staff and other adults will not be allowed to charge meals.

Sack Lunches

When preparing your child's sack lunch, please make every effort to send a nutritious meal. The children are not allowed to share their food for safety reasons. Be sure to send a drink. Please help us support these rules from home. It is important to pack an eating utensil in your child's lunch box, as utensils are not available at school. Do not pack a lunch that requires microwave use. **Glass containers are not allowed.**

Snacks

Students should bring small, healthy, snacks that can be consumed in a couple of minutes. Examples include peanut butter crackers, animal crackers, nutri-grain bars, granola bars, pretzels, grapes, etc. No snack should require the use of a utensil. Students attending after-school care will need to bring a snack for after school.

Note: Food and drink (except bottled water with lids) are not permitted in the classrooms. There are water fountains available on the campus. During seasons of very hot weather, students are encouraged to bring clear plastic water bottles to school. They may refill them from any of the drinking fountains on campus. As a precaution against sickness, students should not share or drink from the same bottles.

Food Safety and Security

To help ensure health and safety of the students and staff in our schools the following procedures shall be implemented:

- All foods made available on school campus or through school sponsored activities on school campus shall comply with state and local food, safety, and sanitation regulations.
- Individually packaged or commercially prepared items are required to minimize opportunities for food borne illnesses.
- Home-made foods for parties, etc. are PROHIBITED – Given concerns regarding food allergies and food safety, home-made foods are not allowed in ResponsiveEd schools for consumption by students during the school day.

- Ice machines must be secured and handled only by authorized personnel to prevent cross contamination or risk of tampering.

Exemption Days

Nine days will be exempt from the normal Child Nutrition Policy; all students must have a choice to eat a breakfast and/or hot lunch meal during the selected exemption days. Foods may not be made available during meal times in the areas where school meals are being served and/or consumed.

The designated days will include, but are not limited to:

- Classical Day
- The last day before Christmas Holidays
- Valentine's Day or the Friday before, if it falls on a weekend
- The last day of school

Other days will be communicated by administration.

Celebration/Fundraiser Days (Included in the 9 exemption days)

Parents/sponsors are able to provide store-bought, individually packaged food items or commercially prepared food items for celebrations, approved instructional activities (i.e., folklore festivals), or after school fundraisers to reduce the risk of food contamination. Home-made foods are PROHIBITED.

Birthday Parties/Treats

Birthday parties are prohibited due to the loss of instructional time. Birthday treats are prohibited due to state guidelines as set forth in ACT 1220 of 2003. Parents may provide non-food goodie bags to be distributed at the end of the day.

Library Information for Founders Bentonville

Kindergarten students are permitted to check out *one* book for a two week period.

First through eighth grade students are permitted to check out *two* books for a two week period.

High school students are permitted to check out *three* books for a two week period.

Books can be renewed one time.

Late fees of ten cents a book per day are charged for overdue items. Lost or damaged books will require payment of the replacement cost.

Books should be placed in the secure book drop when patrons are unable to return them to the librarian.

All patrons should behave in accordance with school policy while in the library. Failure to do so can result in temporary revoking of checkout or computer privileges.

Volunteers

Founders Classical Academy welcomes parent volunteers. Volunteers are vital to making our school the best it can be, and we appreciate every minute volunteers provide. However, as with anything, there must be guidelines. We ask that our volunteers not arrive before 8:00 a.m. if they are coming to help in the office. Our teachers need this time to make phone calls, copy confidential files, have conversations with the other staff, etc., and before and after school is often their only available time. For the same reasons, we ask that our office volunteers plan to leave the office when their child is dismissed at the end of the day.

Volunteers are asked not to interrupt a classroom for any reason other than an emergency. If you are working on something a teacher has left for a volunteer and you do not understand the instructions or you

need to ask a question, please wait until they have a break. Classroom disruptions (no matter how quiet you are) detract from the education process.

Office volunteers may occasionally overhear confidential school or student information. Any information overheard in the office must be kept in the strictest of confidence. You may only discuss information that has been shared with the school body. Failure to keep confidences may result in your inability to continue as a volunteer.

PTO-Parent Teacher Organization

Want to get involved? Make sure to join our PTO Program – Parent Teacher Organization. You can sign up and read more about this important program on our website.

Founders Classical Academy of Rogers

Campus Procedures Addendum

and Student Expectations

Founders Classical Academies of Arkansas MISSION STATEMENT

Founders Classical Academies of Arkansas seeks to provide an excellent and distinctive classical education that pursues knowledge, promotes virtue, and prepares students for prosperous lives in a free society.

Program Overview

Founders Classical Academy provides the most time-tested methods of educating students, and at the same time delivers the most cutting-edge education in America. At FoundersClassical Academy, today's students receive a "classical" education. The entire curriculum at FoundersClassical Academy is based in the Classical Liberal Arts and Sciences with a strong emphasis on civic education.

A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be able to live as responsible citizens of our republic.

Program Distinctives:

- The curriculum is knowledge-rich and built around the belief that there is a common body of knowledge all members of our society should master in the core subjects and in the arts.
- Classical virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.
- Emphasis is placed on *minds-on learning* and on fostering a spirit of inquiry in students.
- Standardized tests do not drive the curriculum.
- Literacy is taught through explicit phonics and traditional grammar and composition in the elementary grades.
- Greek and Latin root words are taught in upper elementary grades.
- Latin studies are an integral part of the upper school curriculum.
- Math is taught conceptually.
- Science instruction is grounded in a historical context.
- Logic, classical composition, and rhetoric are emphasized in the upper school grades.
- Literature and history instruction are rooted in primary sources and in great books.

- Instruction in the arts includes theory, history, and performance.
- Students are trained in study skills, planning and organization, close reading of text, and note-taking.
- Importance is placed on bodily fitness and physical education in concert with fit minds.

Academic Standards

Founders Classical Academy upholds high academic standards for all students regardless of background, socio-economic status, and ability. The curriculum is content-rich, following a Classical, traditional education model, with provisions to challenge all students to achieve academic excellence.

- Promotion and graduation requirements meet or exceed state requirements.
- Students experience the defined curriculum and must earn promotion and graduation.
- All students are given the opportunity to acquire mastery of study skills, which make learning possible and encourage self-motivation.
- Students are assessed formatively and summatively through class-work, regular assignments, research projects, and periodic tests, the levels of which will be measured against district, state, and national norms.
- Interventions are provided for students struggling to acquire essential knowledge and skills.

Graduation Requirements

To graduate from Founders Classical Academy, a student must earn a minimum of twenty-seven (27) credits and have a minimum cumulative grade point average of 2.0000 (GPA is carried out four places). Credits are earned at the rate of 0.5 credit per class per semester. All students at Founders Classical Academy are expected to participate in the Smart Core Curriculum.

Graduation Requirements:

Students must earn at least a total of 27 credits, have a 2.0 or higher GPA, and complete the Senior Thesis to graduate.

Distinguished Diplomas:

Cum Laude Graduates must have 27 credits, 3.5 GPA, Latin II or higher

Magna Cum Laude Graduates must have 27 credits, 3.75 GPA, Latin III or higher

Summa Cum Laude Graduates must have 27 credits, 4.0 GPA, Latin III or higher, Advanced Science Course

GRADUATION REQUIREMENTS		
Subject	FoundersClassical Academy Requirements	Smart Core Requirements
English	4 Total Credits (1 credit) English I (1 credit) English II (1 credit) English III (1 credit) English IV	4 Total Credits (1 credit) English I (1 credit) English II (1 credit) English III (1 credit) English IV
Math	4 Total Credits in grades 9-12 (1 credit) Algebra I (1 credit) Geometry (1 credit) Algebra II (1 credit) math higher than Algebra II	4 Total Credits (1 credit) Algebra I (1 credit) Geometry (1 credit) Algebra II (1 credit) math higher than Algebra II
Science	3 Total Credits in grades 9-12 (1 credit) Biology (1 credit) Chemistry (1 credit) Physics or Physical Science	3 Total Credits (1 credit) Biology (2 credits) Physical Sciences: Physical Science, Chemistry and/or Physics)
Social Studies	4.5 Total Credits (1 credit) Western Civilizations I (1 credit) Western Civilizations II (World History) (1 credit) U.S. (American) History (0.5 credit) Civics (0.5 credit) American Government (0.5 credit) Economics	3 Total Credits (1 credit) U.S. (American) History (1 credit) World History (0.5 credit) Civics or Government (0.5 credit) Economics
Physical Education	0.5 Credit	0.5 Credit
Health	0.5 Credit	0.5 Credit

Oral Communications	0.5 Credit (0.5 credit) Senior Thesis	0.5 Credit
Fine Arts	0.5 Credit (visual, theatrical, or musical arts)	0.5 Credit (visual, theatrical, or musical arts)
World Languages	2.0 Total Credits (1 credit) Latin I (1 credit) Latin II <i>Note:</i> Additional requirements for Distinguished Diplomas	Not required, but recommended
Moral Philosophy	0.5 Credit	Not required
Total Credits	Additional electives (6 credits) to equal a total of at least 27 credits. (One credit can be a Computer Science* course.)	Additional electives to equal a total of at least 22 credits.

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

Character Education: Promoting Virtue

The environment and curriculum at Founders Classical Academy are designed to promote and build strength of character in students by promoting good habits, by teaching precepts, and by providing examples of virtue.

- Administrators and faculty encourage and model habits of honesty, respect, individual responsibility, and self-discipline to promote these traits.
- The Philosophical Virtues, *courage, justice, wisdom, and moderation*, as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.

Virtues and Student Discipline

School Motto

Respice, Adspice, Prospice

By studying the past and analyzing the present, students will be ready to contribute to the future.

Student Motto

Honor: *I will honor those things which are good, true, and beautiful.*

Respect: *I will show respect to others at all times.*

Service: *I will do good things for others without being asked.*

Excellence: *I will strive for excellence in all things.*

Perseverance: *I will fulfill commitments and not give up or act on discouragement.*

Student Cultural Protocol

The expectation at Founders Classical Academy is that students will act according to specific standards:

- *that promote learning,*

- where good citizenship is integrated into and evident in the school culture, and
- where behavior is aligned with honor, respect, service, excellence, and perseverance.

The following list, though not exhaustive, outlines some basic rules and standards for students at Founders Classical Academy. Refer to the RES Student/Parent Handbook for detailed code of conduct information.

1. When engaged in conversation, students should maintain eye contact and speak clearly.
2. When greeting or being greeted by another, students should offer a “Hello,” “Good morning/afternoon,” or something similar.
3. When indoors, students should speak only at moderate volumes; when in the halls, they should speak in conversational tones.
4. Students should never use inappropriate phrases or words.
5. Students should not interrupt others in conversation; if necessary, students may interrupt by saying “excuse me.”
6. Students should not walk between others engaged in conversation unless necessary, and then only by excusing themselves.
7. Students should address adults by their titles; answer them using “sir” or “ma’am.”
8. Boys should hold the door for girls and ladies whenever they meet at an entry.
9. Students should sit correctly in their seats, feet and chairs level with the floor.
10. Students should pick up trash if they see it, even if they didn’t put it there.
11. Students should be helpful. If an adult or fellow student needs help carrying something or finding something, etc., help him or her.
12. If a teacher needs a job done, volunteer to do it.
13. Students are expected to maintain a proper decorum at all times and in all places.

Guidelines for Speech

Before you speak, THINK.

T – *Is it True?*

H – *Is it Helpful?*

I – *Is it Inspiring?*

N – *Is it Necessary?*

K – *Is it Kind?*

Grades K-4

At the grammar level, teachers will provide logical consequences that will allow a student to experience the results of a poor choice, enabling him or her to make better choices for the future. Teachers will use Character cards to communicate to families the character traits from the school motto their child exhibits both positive and negative. Repeated Level I offenses and Level II, III or IV are handled by administration. Refer to the RES Parent/Student Handbook for lists of Level I, II, and III, IV offenses and consequences.

Grades 5-12

Demerits, Referrals, and Other Discipline Actions

In order to develop students into self-governing, responsible citizens who choose to live virtuously, a system of discipline (disciplina: instruction and training) and accountability must be in place. Using both demerits and merits, students will be held accountable for their actions and be provided opportunities to reflect on their decisions and the consequences of their choices.

Merits will be awarded to students who exemplify our virtues in an extraordinary manner. Merits provide a simple and consistent means of communicating positive student behavior choices to parents and celebrating their achievements. Students receiving multiple merits will be recognized publicly.

A demerit is used as a tool to provide students a warning while documenting and tracking repeated poor behavior choices. Demerits also provide a simple and consistent means of communicating student behavior choices to parents.

Demerits may be given for any violation of a school rule: any of the general violations of the student code of conduct, dress code violations, tardiness to class, disorganization or unpreparedness for class, failure to return a signed demerit form, or progress report the following day, failure to comply with teacher instructions, or any other violations outlined in the handbook.

- Three demerits lead to a detention.
- A student who misses detention may be subject to additional detention(s) or out of school suspension(s).

A student who would like to discuss a demerit with a teacher, to ask questions or present additional information, should do so the same school day, before school, during a lunch period, or after school (if the teacher is available).

Detention

Detentions are earned by repeated offenses, or more serious infractions. Detention will be held weekly lasting 30 minutes. Students who are assigned detention are required to be on time and attend detention when assigned. Failure to attend or arriving more than 10 minutes late to detention will require assignment of an additional detention.

Please note: additional detentions assigned for tardiness or failure to attend will be applied to the following referral process.

Suspensions

Suspensions are earned by accumulating three Detentions or a single weightier offense in accordance with Responsive Education Solutions policy as outlined in the ResponsiveEd Parent/Student Handbook.

Three demerits lead to a detention. **Three detentions within a 45 day period** lead to a suspension. **Three suspensions** may lead to an expulsion.

*Note: some Level II, III, or IV offenses result in immediate suspension or expulsion. Refer to the RES Parent/Student Handbook for lists of Level I, II, and III, IV offenses and consequences.

Learning Environment

Founders Classical Academy promotes an environment that fosters learning and character development.

- There is a defined standard of appearance and a structured campus.
- Positive student-parent-teacher relationships are fostered.

- The faculty consists of a collaborative group of professionals focused on student achievement and character development.
- Success in our rigorous academic program is dependent upon consistent student effort and completion of assignments.
- Students must maintain high standards of behavior in order to remain in good standing at Founders Classical Academy.
- Extra-curricular activities are offered and encouraged.

Please review Section IV, the Student Code of Conduct, p. 33.

Academic Program

The K–12 curriculum follows the *Core Knowledge* sequence. Our curriculum is a knowledge-rich curriculum sequence that effectively builds in students the grammar of each subject area preparing them for more advanced studies in later grades. Core Knowledge is built upon the following ideas:

1. there is a common body of knowledge all students should learn, i.e., cultural literacy that enables societal cohesion,
2. reading comprehension is dependent upon solid academic background knowledge, and
3. students must be better prepared to become more informed and responsible citizens of our republic.

Enhancements in elementary grades include additional novels in some grades and the study of Latin and Greek root words in grades 3–5. Methods and resources from *Access Literacy* are used to teach explicit phonics, spelling, writing, and English grammar. *Singapore Math's Dimension* program is used in grades K-8 to teach math concepts. Instruction in Latin begins in seventh grade and continues into high school, and Logic instruction begins in seventh grade.

While the Core Knowledge sequence ends with 8th grade, the knowledge-rich spirit of CK will continue in the high school curriculum at Founders Classical Academy through the FoundersScope and Sequence. One difference is the instruction will be more dialectical in both the middle and high school grades, and the process of learning rhetoric that begins in the early grades will reach advanced stages in high school. The high school grades will feature an advanced arts and sciences curriculum. Students will learn content in a more in-depth manner, and the focus will be decidedly more coordinated to Western Civilization. In the humanities, priority will be given to original sources and great books as opposed to textbooks. Math and science will offer rigorous training in fundamentals and theories in these disciplines, including both logical methods of inquiry and the scientific method. Fine arts are promoted from the start with CK and will continue through high school with both in-school and extra-curricular opportunities in art, chorus, drama, and orchestra.

Progress Reports

Progress Reports are posted to the Home Access Center (HAC) mid-way through each marking period. Parents, however, are expected to regularly monitor student planners, notebooks, and grades. Grades may be checked throughout the year through the HAC. Generally speaking, Progress Report grades should not come as a surprise to parents.

Schedule Changes:

Students may request a schedule change the first five days of the semester. The only reasons for schedule corrections are:

- student previously completed the class.
- student is missing a course needed for graduation requirements.
- a course that requires a try-out or audition and needs to be added to the student's schedule.
- prerequisites of the course are not met.

Report Cards and Grading Policy

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 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 are issued every nine weeks.

One of the main purposes of grading is to determine levels of student academic mastery. Grades will be assigned in all classroom subjects. The grading scale below is used for all grades except kindergarten and first grade. Incompletes will only be given under special circumstances as determined by a classroom teacher in coordination with the headmaster.

- A** – Mastery
- B** – Proficiency
- C** – Sufficiency (Competence)
- D** – Insufficiency
- F** – Failing

In addition to these general parameters, we will be using a 4.0 grading scale. For all academic classes in grades 1–12, the following Arkansas Uniform Grading Scale and numeric values will be used for assigning grades and for computing student grade point averages (GPAs):

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

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. (Grading policy includes educational objectives only.)

Class Rank, Valedictorian, Salutatorian

Class rank will be determined at the end of the third nine weeks of the senior year.

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

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. Both the valedictorian and salutatorian must have been enrolled in the school for no less than three calendar semesters.

- a. 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.
- b. 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.

To account for different levels of rigor at other schools, the following system is put into place so more accurate head-to-head comparisons can be made.

1. Students who attend Founders Classical Academy full time for four years will have their cumulative GPAs compared.
2. Students who attend Founders Classical Academy full time for three years will have their cumulative GPAs compared to the three-year averages (sophomore to senior) of the above students.

Students who attend Founders Classical Academy full time for two years will have their cumulative GPAs compared to the two-year averages (junior and senior) of the above students.

End of the Year Awards

Students receive End of the Year Awards to recognize academic achievement, attendance, and character. The following awards are given each year:

K-6

All A Honor Roll – students must earn all As in every class each 9 weeks (on all four report cards)

A-B Honor Roll – Students must earn all As and Bs in every class each 9 weeks (on all four report cards)

Perfect Attendance – Students must be present for the full day each day of school.

Character Awards – In grades K-4, five students in each homeroom class are recognized for demonstrating our Student Honor Code of Honor, Respect, Service, Excellence, Perseverance. In grades 5-8, five students are recognized in each grade level.

7-12

All A Honor Roll – High School students must earn all As each semester (4.0 for the year)

A-B Honor Roll – High School students must earn all As and Bs each semester.

Perfect Attendance – High School students must be present for each class period each day of school.

Lamp of Knowledge – Available to Juniors and Seniors, the Lamp of Knowledge Award recognizes students who have earned at least a 3.5 for three consecutive semesters at Classical Academy.

Academic Honesty

Students are responsible for academic behaviors and are expected to produce their own work at all times. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties (refer to school club and athletic policies for additional consequences). Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher and headmaster, taking into consideration written materials, observation, or information from students. For a first offense, a student will receive a zero on the assignment, assessment, or paper, and will be assigned to serve a detention. A second offense would result in a suspension and a grade of zero. A third offense may lead to an expulsion process. All

instances of copying, cheating, or plagiarism will be noted and placed in a student's file. Members of National Junior Honor Society and National Honor Society will also be subject to a review by the society honor review board.

Use of Artificial Technology in Assignments:

In an effort to preserve the integrity of education at Founders no AI technology or chatbots may be used by students to complete assignments, quizzes, and tests of any kind in their classes or to complete homework. Students should not be using smartphones or tablets or other electronic devices in class. Laptops may be used with teacher permission. Students may not have a chatbot app downloaded to their personal laptop or to a school chromebook or laptop. Students found using a chatbot or having an AI app on their computer may be subject to disciplinary action.

Academic Textbooks and Supplies

Founders Classical Academy desires the best in learning resources for its students. Books and other resources loaned or given to students are to be treated appropriately. Students are responsible for these materials. If resources given to a student are lost, the student must pay for any necessary replacement. If loaned resources are lost or damaged, the student must also pay for its replacement.

Homework

The majority of class time should be spent in instruction and dialogue. Homework is reserved mainly for reading and meaningful independent activities that provide for practice of content learned in class, preparation for upcoming lessons, or work on long-term assignments such as essays, reports, presentations, etc. Students at Founders Classical Academy will be assigned homework on a regular basis. It is an integral part of the school program and aids students in advancing their studies. We ask parents to help communicate to students the importance of establishing a silent and distraction-free environment for completing all homework.

Students are expected to complete the homework assigned and parents are expected to monitor their child's homework activity. If a student does not complete homework as assigned, he or she may receive a consequence and/or loss of credit for the assignment. Most importantly, the learning process will have been hindered. Parents will be required to meet with the teacher and headmaster if a student is consistently failing to complete assigned homework.

Homework Guidelines			
Guidelines are a general expectation but may fluctuate depending on student pacing and/or long term projects			
Grade	Independent Homework	Independent Reading (Minimum required)	Listening to Reading (Minimum required)
Kindergarten		5-10 minutes	15 minutes
First	10 minutes	10 minutes	10 minutes
Second	20 minutes	10 minutes	10 minutes
Third	30 minutes	20 minutes	<i>Listening to reading is encouraged for students of all ages, but not required for students in 3rd grade and beyond</i>
Fourth	40 minutes	25 minutes	
Fifth	50 minutes	25 minutes	

Sixth	60 minutes	25 minutes	
Seventh-Twelfth**	Amounts may vary according to subject, approximately 1.5-2 hours per night		

**One consideration with homework duration, especially at the beginning of the year, pertains to the students themselves. Some students work faster than others. All students, however, will “get in shape,” so to speak (or better shape). Once they learn teacher expectations and gain more experience in reading, writing, etc., they will complete homework at faster rates.

Upper Grades and Study Hall / Advisory

It is important for students to take full advantage of Study Hall / Advisory time when it is offered. Not only can students complete homework during this time, but they can also gain much needed assistance from teachers. **Students must get study hall passes from their teachers.**

Make-Up Work

It is the responsibility of the student to make up missed classwork and homework after any absence, planned or due to illness, in a timely manner. A student, or parent in the case of young children, may contact the teacher or contact a classmate. Do not contact the school office. Missed work due to absence must be made up within the same number of days missed, not to exceed 5 days. For example, if a student is absent 1 day, then he or she has 1 school day in which to make up the work; a two 2 day absence would mean 2 school days in which to make up the work, etc.

- An absence on the due date of a major assignment (essay, lab report, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam on the day of his or her return. Absences during the preparation time of a major assignment may not extend the due date.
- Assignments taken home before or during an absence are due the day the student returns to class; this includes assignments given to a student to complete while on a trip.
- Grade penalties will affect assignments turned in late.
- It is wise for students to coordinate with a friend (perhaps one who lives close by) early on in the year so handouts might also be collected for the absent student. If a student is unable to coordinate with another student, it is the student’s responsibility to seek the guidance of teachers regarding missed work as soon as he or she returns, so as to be ready for upcoming assessments.

Note: Make-up work policies refer to “excused” absences such as illness, verified with a parent or doctor’s note, a field trip, or other excused absences as described in the Responsive Ed handbook. **Family vacations are not excused absences.** However, arrangements can be made for make-up work in exceptional cases approved by Assistant Headmaster/Headmaster; if you know your child will miss school, you must notify teachers at least one week in advance of the absence after approval has been received. Avoid vacations that cause your child to miss school, especially when mid-term and final exams are administered. *Tests and quizzes cannot be made up (or taken prior to leaving) in the case of any unexcused absence, including family vacations.*

Semester Tests & Exemptions

Semester tests are given the last week of the fall and spring semesters in grades 7-12 in all academic core courses (performance based classes do not give a semester exam). The following guidelines apply to semester exams:

- Exams will NOT be given before the scheduled testing date and time.
- Prior approval from the Headmaster’s Office must be obtained before make up of any semester tests at the scheduled make-up date. Prior notification or a medical excuse is required to make up

semester tests. Semester tests may not be made up for unexcused absences such as family vacations.

- Students who do not show up for a final exam at the scheduled time without prior notification will be considered truant. In this case the student will receive a zero on the exam.
- Seniors may receive semester exam exemptions if they have an A in the class, no unexcused absences, and fewer than 4 excused absences. All three conditions apply in order for the student to be exempt.
- A senior must be enrolled by 9/1 to earn test exemptions for the first semester and by 1/13 for the second semester.

Attendance Procedures

Regular school attendance is essential for the student to make the most of his or her education—to benefit from lessons, to build each day’s learning on that of the previous day, and to grow as an individual. In short, there is no substitute for being in class. 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.

Minimum Days of Attendance

State law requires compulsory school attendance of children between the ages of 5–17, inclusive. After a 9th-12th grade student has exceeded ten (10) absences per semester, a determination will be made as to whether to deny credit. Factors to be considered will include reasons for the excessive absenteeism, previous attendance habits, input from the student’s classroom teachers, and academic performance at school. Students in grades 9–12 who exceed five (5) absences parents will receive a letter and those who exceed ten (10) absences per semester may be turned over to the proper authorities

- For grades 9–12, the Attendance Committee may deny academic credit on the basis of ten (10) absences per class per semester.
- For grades K–8, students must attend a minimum of 168 days, or 90 percent (no more than 9 absences per semester).

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.

When students know ahead of time that they will be absent, the parent should notify the office either in writing or by telephone regarding the absence and contact the teacher(s) for any make-up work (see Make-up Work Policy above).

Definition of Absence

“Absence” means a student was not present at a roll call or during some portion of the school day.

Extended Absence Policy

State law mandates that a student is dropped from the enrollment after 10 consecutive days of absence. As a result, that enrollment spot is open and our charter requires that if we have a wait list, we will fill that opening. Therefore, once you have been dropped from the roll, you must re-enroll. If there is an opening available, you could enroll, otherwise you would go on a wait list.

Hours of Operation - Rogers

The School day for grades K-12 are as follows:

- **K-2** begins at 7:45 a.m. and ends at 2:50 p.m.
- **3-6** begins at 7:45 a.m. and ends at 3:15 p.m.
- **7-12** begins at 8:00 a.m. and ends at 3:25 p.m.

Students may arrive on campus no earlier than 7:15 a.m. and must leave school no later than 3:40 p.m. (unless they are participating in an afterschool activity with a school staff member).

Picking Up Your Child Early

In order for a student to leave school during normal school hours, a parent must sign the child out in the school office. The school secretary or aide will call the classroom to get the student and take him or her to the parent in the school office. No child will be released to any adult at the classroom door other than a school designated employee or school appointed volunteer.

We ask that you refrain from picking up your child before the end of the school day when possible. Please schedule your doctor, dentist, or any other appointments before or after school or on a scheduled day off. If not possible, the office must have a written note by 10:00 a.m. letting the office know your student will be leaving early. **In order to protect the carline time, we ask that you do not come to the office to pick up your child after 2:00 p.m.** The office must be notified in writing that the student has an appointment by 10:00 on or before the morning of the appointment. Faxed or emailed notes will not be accepted after 10:00 a.m. If a parent or guardian comes to the office to pick up a student before the end of that student's school day and the office has not been notified of an appointment, those seeking to pick up the student will be directed to the car line.

Planned absences will be documented only if arrangements are made a week in advance with the teacher(s) and the headmaster. When the absence is planned, all work will be expected to be completed and turned in the same day the student returns to school. (see Make-up Work Policy).

Drop-Off/Pick-Up

Volunteers and staff will supervise the drop off and pick-up areas. (Please follow signs and directions given by Founders Classical Academy staff members or volunteers.)

Students Walking or Riding a Bike

Please see the "*Walker/Biker Permission*" on our website.

Drop Off

Please wait until the car is approached by a teacher before letting students leave the car. **PLEASE DO NOT WALK STUDENTS TO THE BUILDING.** There will be staff greeting students every morning.

After-School Pick Up

It is our desire that after-school pick up be done in a safe and timely manner. In order to accomplish this, please abide by these simple guidelines:

1. Display the car rider sign, *provided by the school*, in the front windshield. Please use **only** the signs provided by the school. **Homemade signs are not acceptable.** This ensures that we know the right person is picking up your child as anyone could make a sign and claim to be authorized to pick up a child. **AGAIN** for security purposes, if you do not have a school-issued sign you will be asked to park and come inside. **AFTER** all cars with signs have picked up their students, we will have you sign out the students you are here to pick up.

Please let us know if you need more signs or a new sign, and we will get them to you ASAP!

2. *Please* remain in your car and wait for your student to be brought to the car. **Please do not park and walk up or send someone inside the building to pick up a student.** This may seem quicker but actually slows down the entire process. It is not safe to have anyone walking across the parking lot during this busy time. Also, we want to be sure the right student goes with the right person, and that cannot always be done if parents are walking in and picking up a student randomly.

It really is safer and faster if parents or designated people stay in their cars during this time!

3. If for some reason there will be a change with regard to who will be picking up your child, please notify the office so we can be sure your child goes home with the right person! PLEASE BE SURE THERE IS AN *Alternate Emergency contact/Authorized pickup* form. Your child will only be released from school to persons whose names are on the completed document titled: *Alternate Emergency contact/Authorized pickup*. When parents plan for a Founders student to leave school with someone not on this card, the school office must be notified in writing no later than 2:00 p.m. the day of this change. **For emergencies, a person not on your card but authorized by parent/guardian will be required to know your own personal code word written by parent/guardian on the card. We will ask for I.D. and call you to confirm that the correct person is picking up your child.**

At 3:40, all students who have not been picked up will be escorted to the After School Program. Parents will be required to meet with the headmaster if a child is picked up late more than three times in a nine-week grading period.

School Tardies

Students are expected to be with their class by campus start time (please see campus hours of operation) Students arriving after campus start time are considered tardy. All tardies are unexcused, except for instances when children have written doctors' notes. Tardy students ***must be escorted by a parent or guardian to the school office*** to sign-in and receive a tardy slip before going to class. If the weather is inclement (e.g., raining) when you wake up, please plan to leave 5 or 10 minutes early to avoid being late. Excessive tardies, which disrupt the classroom, will result in a parent conference.

7-12 Students

- A student is tardy if not in his/her assigned chair in the classroom at the start of class. A demerit will be issued to students arriving to class after the start time.
- A student who is tardy to class in excess of ten (10) minutes will be charged with an absence for that period.
- The student needs an admittance slip from the school office if arriving to school after 8:00 a.m.

Excused Tardies

The only excused tardy to the first class of the day is when a student has a doctor's note documenting that he/she was at an appointment that caused the student to be late to the beginning of school. Students with doctor's documentation may check into the front office to receive an excused tardy. All other tardies are unexcused. Exceptions may be handled individually by a school administrator for extenuating circumstances such as medical issues or other emergencies. Students tardy to class because they have been detained by office personnel, must have a tardy slip or pass signed by that person. Oversleeping is considered an unexcused tardy or absence.

A STUDENT MAY BE EXCUSED BY A TEACHER FROM ANOTHER TEACHER'S CLASS ONLY WITH PRIOR APPROVAL FROM THE RECEIVING TEACHER.

Unexcused Tardies

For all unexcused tardies, the student will receive discipline. Student tardies will be recorded for each class and will be cumulative for each semester.

1. First unexcused tardy—Detention (Demerits) will be assigned by the teacher.
2. Second unexcused tardy—Detention will be assigned by the teacher
3. Third unexcused tardy—Detention will be assigned by the teacher and parent/guardian contacted.
4. Fourth unexcused tardy—Disciplinary referral to assistant headmaster

5. Fifth and all additional unexcused tardies—two days of Out of School Suspension

Field Trips

Students will have the opportunity to participate in field trips during the school year. **Field trips are designed to supplement the curriculum taught in class and enhance the learning experience. Students in any age/grade with 5 or more unexcused tardies or absences 45 days prior to the field trip will be ineligible for participation and required to remain on campus for reteaching/lesson review.**

Volunteer parents will be needed to help chaperone and transport students. All volunteers and those wishing to drive will need to have a background check on file in the school office prior to chaperoning/driving students. **These applications must be completed each new school year for any volunteer.** Please see our school website for the link to complete the volunteer/volunteer driver application. The application is released the first of July each year. This can take 3-4 weeks to receive a complete background check. It is recommended that those wishing to volunteer/transport students apply in the summer to allow plenty of time.

Siblings/non-Founders students are not allowed to attend Founders Field Trips or Special Events.

Students must have a signed permission slip to attend a field trip. Portable audio devices, head/earphones, hand-held video games, etc., are not allowed to, from, or during a field trip.

Parents chaperoning students are responsible for the behavior of the students in their care:

- No inappropriate conversation, words, or other inappropriate behavior should be allowed (Student Protocol will be expected at all times).
- If a child's behavior becomes an issue it should be brought to the attention of a school employee immediately.
- Chaperones are expected to help the teacher maintain respectful student behavior for the duration of the field trip.
- Chaperones should always follow the rules set forth by the teacher and/or school. If the students are asked to bring a sack lunch, then the chaperone needs to bring a sack lunch.
- The chaperone should not make any extra stops for refreshments not scheduled by the teacher.
- Chaperones should always stay with the students for whom they are responsible and never leave them unattended.
- If an emergency occurs, please find another adult who can take responsibility for your students while you handle the emergency.
- If the students have been instructed by the teacher to be at a certain place at a certain time, it is the responsibility of the chaperone to see that they are there.
- Chaperones must participate in all the activities of their group. For the safety of the students, if you are not willing or physically able to keep up with the students assigned to you, please do not volunteer.

Unless arrangements are made through the administration, students must wear the Classical Academy school uniform clothing on field trips.

Video Viewing Procedures

Videos may be used in class from time to time to support a lesson. In order to be used in class, videos must meet specific curricular objectives and will not have profane language or sensual content.

Teachers must receive prior approval from the headmaster or designee in order to show a video. Teachers are responsible for previewing videos to ensure they are appropriate. In grades K-3 only G-rated videos may

be shown. In grades 4–8 G and PG videos may be shown; if a PG-13 video is approved for showing, a parent permission slip must be sent home with students.

Cell Phone/Electronic Devices Procedures

- There are no cell phones, smart watches, **air pods/earbuds** or electronic devices allowed on campus.*
- If a student is seen with a cell phone or electronic device, or the phone/device is seen or heard, the phone/device will be taken, and the device will be given to the headmaster. It will be the student's responsibility to notify their parent or guardian that the device will need to be picked up by the parent or guardian from the headmaster, at the headmaster's convenience. A \$25.00 fee will apply.
- A second offense will result in a \$50.00 fee and a parent conference will be required to regain possession of the phone/device.
- A third offense will result in permanent loss of the phone/device and possible suspension from school.
- Any student refusing to give the phone/device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

*If there is a legitimate need for a student to have a cell phone for after-school use, then a student may bring a phone to school; however, the cell phone **MUST** remain turned off during school hours and in car line. ***ANY phone, smart watches, or electronic device seen or heard during the school day will be collected and given to the headmaster.***

School and Classroom Newsletters

Good, open communication is vital to a healthy relationship between parents, teachers and administration. Founders Classical Academy has chosen to maintain direct email to parents and to publish a journal/newsletter that will be available on the school website. Parents are asked to watch for and review the email updates, as they will be an accurate update on all events affecting you and your children at school. Dates of up-coming events will be published, and notification of important happenings on campus will be announced. Grade-level teachers will send out a paper copy and/or an electronic copy of their class/grade-level newsletter in grades K–4. Grades 5-12 teachers will communicate regularly with parents regarding up-coming units and tests.

Parent Communication With Administration, Faculty, and Staff

Parents may use any of the following means of communication with administrators, faculty, and staff:

- E-mail,
- A note dropped off to the school office, or
- Parent Square Notifications

Guidelines regarding return communication:

- Headmaster and other administrators – due to the large volume of day-to-day responsibilities facing them, they will have to prioritize requests; you can expect to be contacted within 3 business days.
- Faculty – will make every effort to respond within 1 full business day, and no more than 2 full business days.
- Office Staff – will provide a response within 1 business day.

Note: Please keep in mind that email does not always make it to intended recipients. If you do not receive a response via email, please try one of the other means of communication.

Chain of Command when communicating about your student:

- Initial communication should be expressed to your child’s teacher.
- If additional communication is warranted, parents should consult the appropriate administrator according to whether the matter concerns discipline or academics.
- If further communication is needed after meeting the headmaster, the parents should seek a meeting with the Regional Operations Director.

Parent Teacher Conferences

Teachers shall communicate with the parent(s) or guardian(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 parent(s) or guardian(s) of each student at least once a semester through a parent-teacher conference or telephone conference.

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

A parent/teacher conference may be scheduled at any time a parent or the teacher feels one is necessary. To schedule a conference with a teacher, please contact your teacher; obtain and complete a *Parent/Teacher Pre-Conference Form* (These forms are available from the teacher, in the front office, and in the appendices of this Handbook.), then schedule an appointment during the teacher’s conference time. This will allow for the most productive meeting.

Parent Grievances

Should a parent have a grievance concerning a particular class or the administration of the school, the grievance should be resolved using the following protocols. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else.

1. **The Teacher:** Parents should schedule a meeting with the teacher outlining the nature of the meeting in advance by completing the *Parent/Teacher Pre-Conference Form* (Form A). Depending on the seriousness of the issue, a school administrator may be present. Under no circumstances is it acceptable for a parent to confront a teacher about an issue with students present, including his own.
2. **Assistant Headmaster/Dean:** If the grievance cannot be resolved with the teacher and the matter regards discipline, the parent should schedule a meeting with the assistant Headmaster. A completed *Parent/Administration Pre-Conference Form* (Form B) will need to be submitted prior to setting an appointment.
3. **The Headmaster:** If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the headmaster. A completed *Parent/Administration Pre-Conference Form* (Form C) will need to be submitted prior to setting an appointment.
4. **The State Director:** If the grievance cannot be resolved after meeting with school administration, then a parent should submit his grievance to the Regional Director of Operations for ResponsiveEd.

Note: Civil communication is expected at all times. Rude communication or behavior toward faculty or staff will not be tolerated. In the case of a grievance, face-to-face meetings may be preferable to e-mail communication.

Parental Involvement Policy

Parental/Community Involvement: School

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

To achieve such ends, the school shall work to:

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

To help promote an understanding of each party’s role in improving student learning, Founders Classical Academy shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State’s academic standards.

Founders Classical Academy shall convene an annual meeting or several meetings at varying times, if necessary, to adequately reach parents of participating students, to inform parents of the school’s participation in Title I, its requirements regarding parental involvement, and the parent’s right to be involved in the education of their child. Founders Classical Academy shall, at least annually, involve parents in reviewing the school’s Title I program and parental involvement policy in order to help ensure their continued improvement. This policy shall be part of the school’s Title I plan and shall be distributed to parents of the district’s students and provided, to the extent practicable, in a language the parents can understand.

Rules for Founders Classical Academy Extracurricular Activities

Clubs and Sports

Founders Classical Academy will promote virtue, both in academic and athletic arenas, which is at the heart of what we stand for at the academy. Therefore, if a student is suspended from school for any reason, the

student will also be suspended from extracurricular participation for a time of at least one week and will be subject to the termination of rights of participation for a more substantial length of time depending upon the severity of the offense and the discretion of the Headmaster.

Students are responsible for the specific expectations and rules set forth in extra-curricular club, society, and athletic team documents, including, but not limited to, those of the National Honor Society and Student Council.

Parent Responsibilities

Until such time as the programs at the Classical Academy develop and funds are raised, the Classical Academy will not provide transportation to away games or competitions in academics or athletics. While parents may choose to carpool with one another, Founders Classical Academy is not responsible for the transportation of students to and from contests.

Parents with children playing sports will also be asked to pay a below market fee for participation that will help defray the cost of uniforms and coaches. This will differ from sport to sport or activity to activity depending upon the associated expenses.

There will normally be a small ticket charge at the gate of home and away athletic contests. Therefore, you should be prepared to pay for admission into contests at the various venues.

Practices and contests will be scheduled by Founders Classical Academy. Participants are expected to attend all practices and games unless excused by the head coach prior to the date. Transportation to and from practice will be the responsibility of the parents.

Parents should strive to be active in the VIP Organization and in volunteer efforts related to the needs for home events and various presentations. Parents may be asked to volunteer with taking tickets, concessions, clock operation, dress rehearsals, and other important activities associated with running a good extracurricular program. Your assistance with your time and resources will help the Classical Academy to move the programs to a high level for your children and others in the coming years.

Founders Classical Academy Student School Dress Code

Founders Classical Academy requires students to wear uniforms to help promote an academic school culture and esprit de corps, and to reduce distractions. Our uniform policy is part of a larger effort to maintain high academic and ethical standards and to remind our student body that we are engaged in important work on campus.

Uniforms are practical and simplify each student's morning routine. They are a requirement for all students and must be worn daily unless otherwise indicated. Parents and students are expected to comply fully and cheerfully with the uniform policy. The Administration reserves the right to determine if a student is dressed and groomed appropriately.

If a student's dress or personal grooming is objectionable, the student will be given the opportunity to make the appropriate corrections. If the student is unable or unwilling to meet the dress code standards, the administration shall notify the student's parents and request the parent make the necessary adjustments. If both the student and parent refuse, the Headmaster shall take disciplinary action.

Appropriate disciplinary procedures shall be followed, including removal from school until the student is in compliance with the dress code. Decisions of the Headmaster or designee regarding dress and grooming are considered final. Failure to comply with the dress code will result in disciplinary action.

Uniform items must be purchased from [Dennis Uniforms](#):

- Rogers School Code: **DDC800**

FCAR Uniform Specifications provides specific guidelines. Please read this document carefully to prepare for the school day. [Dennis Uniforms](#) also has a detailed list of options for each grade level and gender.

FCAR UNIFORM SPECIFICATIONS

- Use the tab markers at the top of this document to identify what is required for each grade level and gender.

General Guidelines for Grooming and Accessories for all Students:

Uniforms must be worn properly, neatly, be in good repair, and not torn, ill-fitting, or faded.

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. Hair is to be clean, well groomed, and may not cover the eyes. Highlighting and coloring of hair should be a natural hair color. No wigs except for medical reasons. Excessive hairstyles are not allowed (e.g., “tails,” “designs,” “mohawks,” “fauxhawk/fohawk,” etc.). Words, symbols, or designs shaved in hair (including facial hair and eyebrows) are not allowed. Facial hair on boys must be neat and well trimmed.

Girls may wear simple stud or hanging earrings, provided they hang no lower than 1/2 inch below the earlobe. Girls may wear no more than two earrings per ear. Earrings may only be in the earlobe. No piercings on boys are allowed.

Tongue rings/studs, nose rings/studs, and visible body piercings are not allowed. Spacers in place of pierced earrings are permitted. No gauges may be worn in pierced ears. Visible tattoos and body art are not allowed. Grills or temporary decorations on teeth are not allowed. Chains, handcuffs, jewelry, or accessories that suggest weaponry are not allowed.

No rolling backpacks. Water Bottles should not be glass.

Exemption

Parents may provide a written request to the Campus Director at the school office, stating a bona fide religious or philosophical objection to the requirements above.

Trends

Each year there are a few new trends that show up at school. These, of course, cannot be listed nor a regulation devised to specifically cover them. When a new trend interferes with the appropriate learning atmosphere, becomes a nuisance, or violates the spirit of the dress code, then it will not be permitted. The Headmaster will make this decision.

Quality

Torn, cut, or ripped clothing may not be worn.

Expense

The purpose of the dress code is to create and maintain an orderly, positive learning environment. The dress code requirements should not keep your student from attending Founders Classical Academy. Financial assistance is available to qualifying families. Please inquire with the school for more information.

PE Uniforms (7th-12th)

Students in grades K-6 will not change clothes for PE. Students in grades 7-12 must wear official FCA P.E. uniform apparel (order via Dennis Uniforms) in good repair (no holes, torn sleeves, etc.). During cold weather seasons students may wear solid black sweat pants without logos or designs. Boxers or undergarments may not be visible. P.E. shirts must be worn either tucked in or well over the waist of the shorts, if not tucked in. No midriffs may be shown. Athletic shoes must be worn for P.E.

PE shoes should be court or cross-training shoes that meet dress code. Running shoes may be worn but are not recommended.

Students are required to wear the Gym Uniform for every gym class. If the student is out of dress code, he or she will not be able to participate that day and will receive a zero.

Spirit Day (All Grades)

FCAR Spirit Fridays are intended to allow students to show pride in their school. Our PTO, Athletics, & Clubs use Spirit Wear fundraising to support our school and programs. Spirit Wear tops may be worn only on Fridays and for PE (grades that change for PE). The rest of the uniform should be in compliance, including tucking in the shirt.

The First Friday of each month allows for students to wear blue jeans instead of uniform pants. Blue jeans must be without holes, slits, decorations, and embellishments; students may not wear skinny or baggy jeans, joggers, leggings jeans, or capris. No undergarments may be visible.

Spirit Wear is sold at the Meet Your Teacher/Open House event and through various sales throughout the year. Administration will announce purchase opportunities.

Spirit Wear is not required. Those who do not participate are required to wear uniforms."

Additional Clothing for Grades K and 1 Students

All FCA Kindergarten and 1st grade students are required to have an extra change of clothing at school (This does not have to be a school uniform, but it is recommended.). Please include socks and underwear.

Visitors on Campus

Founders Classical Academy has a mandatory sign-in procedure for all visitors on campus, including parents. We ask that you not go to your child's classroom, the lunchroom, the gym, or any other place on campus without stopping in the office, signing in, and getting permission. Office staff or school administrators will be glad to assist you. **Students from other schools are not allowed to visit our campus for lunchtime or any other reason unless they are scheduled for an official shadow day.**

Every classroom interruption sets back learning time. Teachers are distracted and some students are unable to refocus on their lesson once interrupted. This procedure is in place to ensure your child receives the ultimate academic time available without distraction, as well as for their safety, by knowing who is on campus at all times. The procedure also applies to student drop off and pick up. When teachers arrive in the morning, they have certain preparations that must be completed before receiving the students. After school, they have lesson plans to wrap up, tutoring to conduct, papers to grade, calls to return, etc., and still leave the school early enough to spend time with their families in the evening.

All of our teachers welcome parent/teacher conferences, as long as they are scheduled in advance and on their calendar. Please complete the *Parent/Teacher Pre-Conference Form*, then call the school office or e-mail your child's teacher to schedule a conference.

Incllement Weather

When the weather turns cold, and snow and ice threaten a school closing, you may tune into TV and/or radio to find out if Founders Classical Academy will be closing. We will follow the Bentonville Public Schools (BPS) when making our decision. If you see that BPS is closed or delayed, then so are we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed, there will not be a school employee on campus.

If there is dangerous weather during car line, the following protocol will take place: Safety will be priority

- If lighting is striking within 10 miles we move students inside and pause car line
- We will let you know if car line is suspended temporarily immediately through ParentSquare
- If a tornado warning is issued during car line, we will suspend car line until the warning is over. Parents should come in for shelter. Students will be moved to their tornado shelter location.

Parent Contact Information on File

If for some reason any of your contact information changes during the school year, such as your home, cell, or work phone numbers, please contact the office immediately and let us update the information in your child's records. **It is extremely important that we have current contact information at all times so we can reach you during the school day. This is for the safety of your child.** If you receive a call from the school asking you to pick up your child and you are not available, it is your responsibility to make arrangements for someone else to pick up your child. Please inform the person picking up your child that he or she is required to show a state-issued picture ID before your child can be released.

Classroom Interruptions

It is extremely important that parents do not interrupt the classes during the school day by going directly to the classroom and drawing the attention of the teacher away from his or her responsibilities for a "quick question." An e-mail or note should provide parents with a means of quick communication. Likewise, for the continuity of the student, parents should not come to campus to deliver a message to the student during the school day. If it is an emergency, please contact the front office to relay a message to your child.

When you go to the school office, the secretary or aide will assist you in delivering lunches, supplies, or other forgotten messages or items. Medicine should be taken to the school nurse office. It is less disruptive for school personnel to deliver these items, and school personnel are glad to serve you.

Lost Items at School

Please make sure your child's name is on items he or she brings to school. This will help us identify the items when they are misplaced. As the weather changes from hot to cold, there will be many coats and sweatshirts, etc., that look alike. Be sure to write your child's name on lunchboxes and containers inside the lunchboxes. Anything you want to keep should be labeled.

Meals at School

Breakfast and Hot Lunch

Every parent will have the opportunity to apply for the free and reduced meal program. Please follow [THIS LINK](#) to apply for Free and Reduced Lunch Meal Program. Once the application is completed, your approval or denial letter should be mailed in a few days. Parents are responsible for the full price of a student's meal until the free or reduced priced meal application is approved and starting date begins.

Meal charge guidelines for Founders Classical Academy are as follows:

All students may charge meals only on occasions when money is unavailable and the student would have to miss meal service. This is a courtesy extended to the student and should not occur on a regular basis. Students whose accounts show a deficit amount will be informed by the cashier as they go through the line. Students will be allowed to charge up to 5 meals. After 5 meals charged to an account, parents will be contacted.

Staff and other adults will not be allowed to charge meals.

Sack Lunches

When preparing your child's sack lunch, please make every effort to send a nutritious meal. The children are not allowed to share their food for safety reasons. Be sure to send a drink. Drinks should be hydrating and healthy. **Highly caffeinated drinks such as Monster and Red Bull are not permitted.** Please help us support these rules from home. It is important to pack an eating utensil in your child's lunch box, as utensils are not available at school. Due to safety concerns, only those students in Third Grade and above will be allowed to use the microwave ovens.

Snacks

Students should bring small, healthy, snacks that can be consumed in a couple of minutes. Examples include peanut butter crackers, animal crackers, nutri-grain bars, granola bars, pretzels, grapes, etc. No snack should require the use of a utensil. Students attending after-school care will need to bring a snack for after school.

Note: Food and drink (except bottled water with lids) are not permitted in the classrooms. There are water fountains available on the campus. During seasons of very hot weather, students are encouraged to bring water bottles to school. They may refill them from any of the drinking fountains on campus. As a precaution against sickness, students should not share or drink from the same bottles. Help keep our campus clean and please **do not send colored drinks in water bottles.**

Food Safety and Security

To help ensure health and safety of the students and staff in our schools the following procedures shall be implemented:

- All foods made available on school campus or through school sponsored activities on school campus shall comply with state and local food, safety, and sanitation regulations.
- Individually packaged or commercially prepared items are required to minimize opportunities for food borne illnesses.
- Home-made foods for parties, etc. are PROHIBITED – Given concerns regarding food allergies and food safety, home-made foods are not allowed in ResponsiveEd schools for consumption by students during the school day.

Exemption Days

Nine days will be exempt from the normal Child Nutrition Policy; all students must have a choice to eat a breakfast and/or hot lunch meal during the selected exemption days. Foods may not be made available during meal times in the areas where school meals are being served and/or consumed.

The designated days will include, but are not limited to:

- The last day before Christmas Holidays
- Valentine's Day or the Friday before, if it falls on a weekend
- The last day of school

Other days will be communicated by administration.

Celebration/Fundraiser Days (Included in the 9 exemption days)

Parents/sponsors are able to provide store-bought, individually packaged food items or commercially prepared food items for celebrations, approved instructional activities (i.e., folklore festivals), or after school fundraisers to reduce the risk of food contamination. Home-made foods are PROHIBITED.

Birthday Parties/Treats

Birthday parties are prohibited due to the loss of instructional time. Birthday treats are prohibited due to state guidelines as set forth in ACT 1220 of 2003. Parents may provide non-food goodie bags to be distributed at the end of the day.

Volunteers

Founders Classical Academy welcomes parent volunteers. Volunteers are vital to making our school the best it can be, and we appreciate every minute volunteers provide. However, as with anything, there must be guidelines. We ask that our volunteers not arrive before 8:00 a.m. if they are coming to help in the office. Our teachers need this time to make phone calls, copy confidential files, have conversations with the other staff, etc., and before and after school is often their only available time. For the same reasons, we ask that our office volunteers plan to leave the office when their child is dismissed at the end of the day.

Volunteers are asked not to interrupt a classroom for any reason other than an emergency. If you are working on something a teacher has left for a volunteer and you do not understand the instructions or you need to ask a question, please wait until they have a break. Classroom disruptions (no matter how quiet you are) detract from the education process.

Office volunteers may occasionally overhear confidential school or student information. Any information overheard in the office must be kept in the strictest of confidence. You may only discuss information that has been shared with the school body. Failure to keep confidences may result in your inability to continue as a volunteer.

PTO-Parent Teacher Organization

Want to get involved? Make sure to join the PTO-Parent Teacher Organization. You can sign up and read more about this important program on our website.

Founders Classical Academy of West Little Rock

Campus Procedures Addendum

and Student Expectations

Founders Classical Academies of Arkansas MISSION STATEMENT

Founders Classical Academies of Arkansas seeks to provide an excellent and distinctive classical education that pursues knowledge, promotes virtue, and prepares students for prosperous lives in a free society.

Program Overview

Founders Classical Academy provides the most time-tested methods of educating students, and at the same time delivers the most cutting-edge education in America. At FoundersClassical Academy, today's students

receive a “classical” education. The entire curriculum at FoundersClassical Academy is based in the Classical Liberal Arts and Sciences with a strong emphasis on civic education.

A classical education aims to recover lost tools of learning in order to cultivate wise and virtuous men and women who will be able to live as responsible citizens of our republic.

Program Distinctives:

- The curriculum is knowledge-rich and built around the belief that there is a common body of knowledge all members of our society should master in the core subjects and in the arts.
- Classical virtues, as well as principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.
- Emphasis is placed on *minds-on learning* and on fostering a spirit of inquiry in students.
- Standardized tests do not drive the curriculum.
- Literacy is taught through explicit phonics and traditional grammar and composition in the elementary grades.
- Greek and Latin root words are taught in upper elementary grades.
- Latin studies are an integral part of the upper school curriculum.
- Math is taught conceptually.
- Science instruction is grounded in a historical context.
- Logic, classical composition, and rhetoric are emphasized in the upper school grades.
- Literature and history instruction are rooted in primary sources and in great books.
- Instruction in the arts includes theory, history, and performance.
- Students are trained in study skills, planning and organization, close reading of text, and note-taking.
- Importance is placed on bodily fitness and physical education in concert with fit minds.

Academic Standards

Founders Classical Academy upholds high academic standards for all students regardless of background, socio-economic status, and ability. The curriculum is content-rich, following a Classical, traditional education model, with provisions to challenge all students to achieve academic excellence.

- Promotion and graduation requirements meet or exceed state requirements.
- Students experience the defined curriculum and must earn promotion and graduation.
- All students are given the opportunity to acquire mastery of study skills, which make learning possible and encourage self-motivation.
- Students are assessed formatively and summatively through class-work, regular assignments, research projects, and periodic tests, the levels of which will be measured against district, state, and national norms.
- Interventions are provided for students struggling to acquire essential knowledge and skills.

Graduation Requirements

To graduate from Founders Classical Academy, a student must earn a minimum of twenty-seven (27) credits and have a minimum cumulative grade point average of 2.0000 (GPA is carried out four places). Credits are earned at the rate of 0.5 credit per class per semester. All students at Founders Classical Academy **must** participate in the Smart Core Curriculum—no exceptions. 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.

Graduation Requirements:

Students must earn at least a total of 27 credits, have a 2.0 or higher GPA, and complete the Senior Thesis to graduate.

GRADUATION REQUIREMENTS

Subject	FoundersClassical Academy Requirements	Smart Core Requirements
English	4 Total Credits (1 credit) English I (1 credit) English II (1 credit) English III (1 credit) English IV	4 Total Credits (1 credit) English I (1 credit) English II (1 credit) English III (1 credit) English IV
Math	4 Total Credits in grades 9-12 (1 credit) Algebra I (1 credit) Geometry (1 credit) Algebra II (1 credit) math higher than Algebra II	4 Total Credits (1 credit) Algebra I (1 credit) Geometry (1 credit) Algebra II (1 credit) math higher than Algebra II
Science	3 Total Credits in grades 9-12 (1 credit) Biology (1 credit) Chemistry (1 credit) Physics or Physical Science	3 Total Credits (1 credit) Biology (2 credits) Physical Sciences: Physical Science, Chemistry and/or Physics)
Social Studies	4.5 Total Credits (1 credit) Western Civilizations I (1 credit) Western Civilizations II (World History) (1 credit) U.S. (American) History (0.5 credit) Civics (0.5 credit) American Government (0.5 credit) Economics	3 Total Credits (1 credit) U.S. (American) History (1 credit) World History (0.5 credit) Civics or Government (0.5 credit) Economics
Physical Education	0.5 Credit	0.5 Credit
Health	0.5 Credit	0.5 Credit
Oral Communications	0.5 Credit (0.5 credit) Senior Thesis	0.5 Credit
Fine Arts	0.5 Credit (visual, theatrical, or musical arts)	0.5 Credit (visual, theatrical, or musical arts)
World Languages	2.0 Total Credits (1 credit) Latin I (1 credit) Latin II <i>Note:</i> Additional requirements for Distinguished Diplomas	Not required, but recommended
Moral Philosophy	0.5 Credit	Not required
Total Credits	Additional electives (6 credits) to equal a total of at least 27 credits. (One credit can be a Computer Science* course.)	Additional electives to equal a total of at least 22 credits.

* **Computer Science (flex unit)** – A unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science may replace the 4th math unit requirement or the 3rd Natural Science Requirement. Two distinct units of the computer science courses listed above may replace the 4th math unit requirement and the 3rd Natural Science Requirement. If the 4th Math requirement and the 3rd Natural Science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit. Beginning with the entering 9th grade class of 2014-2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1200 of 2013)

Character Education: Promoting Virtue

The environment and curriculum at Founders Classical Academy are designed to promote and build strength of character in students by promoting good habits, by teaching precepts, and by providing examples of virtue.

- Administrators and faculty encourage and model habits of honesty, respect, individual responsibility, and self-discipline to promote these traits.
- The Philosophical Virtues, *courage, justice, wisdom, and moderation*, as well as American principles in self-government and civility, are identified and clearly taught in a seamless manner through course content.

Virtues and Student Discipline

School Motto

Respice, Adspice, Prospice

By studying the past and analyzing the present, students will be ready to contribute to the future.

Student Motto

Honor: *I will honor those things which are good, true, and beautiful.*

Respect: *I will show respect to others at all times.*

Service: *I will do good things for others without being asked.*

Excellence: *I will strive for excellence in all things.*

Perseverance: *I will fulfill commitments and not give up or act on discouragement.*

Student Cultural Protocol

The expectation at Founders Classical Academy is that students will act according to specific standards:

- *that promote learning,*
- *where good citizenship is integrated into and evident in the school culture, and*
- *where behavior is aligned with honor, respect, service, excellence, and perseverance.*

The following list, though not exhaustive, outlines some basic rules and standards for students at Founders Classical Academy. Refer to the RES Student/Parent Handbook for detailed code of conduct information.

1. When engaged in conversation, students should maintain eye contact and speak clearly.
2. When greeting or being greeted by another, students should offer a “Hello,” “Good morning/afternoon,” or something similar.
3. When indoors, students should speak only at moderate volumes; when in the halls, they should speak in conversational tones.
4. Students should never use inappropriate phrases or words.
5. Students should not interrupt others in conversation; if necessary, students may interrupt by saying “excuse me.”
6. Students should not walk between others engaged in conversation unless necessary, and then only by excusing themselves.
7. Students should address adults by their titles; answer them using “sir” or “ma’am.”
8. Boys should hold the door for girls and ladies whenever they meet at an entry.
9. Students should sit correctly in their seats, feet and chairs level with the floor.
10. Students should pick up trash if they see it, even if they didn’t put it there.

11. Students should be helpful. If an adult or fellow student needs help carrying something or finding something, etc., help him or her.
12. If a teacher needs a job done, volunteer to do it.
13. Students are expected to maintain a proper decorum at all times and in all places.

Guidelines for Speech

Before you speak, THINK.

T – *Is it True?*

H – *Is it Helpful?*

I – *Is it Inspiring?*

N – *Is it Necessary?*

K – *Is it Kind?*

Grades K-4

At the grammar level, teachers will provide logical consequences that will allow a student to experience the results of a poor choice, enabling him or her to make better choices for the future. Teachers will use Character cards to communicate to families the character traits from the school motto their child exhibits both positive and negative. Repeated Level I offenses and Level II, III or IV are handled by administration. Refer to the RES Parent/Student Handbook for lists of Level I, II, and III, IV offenses and consequences.

Grades 5-12

Demerits

Demerits are earned by any violation of a school rule (Level I offense). Demerits are also earned for missing homework. Teachers will give a warning for the first occurrence, and a demerit for each subsequent missing assignment. Demerits may result in Detentions and Suspensions.

Any student who would like to discuss a demerit, ask questions, or present additional information respectfully, should do so before the end of the next school day. After this time, demerits may not be reconsidered. Demerits may carry with them other obligations (i.e., lines, letter of apology, verbal apology, etc.). Three demerits lead to a detention.

Detentions

Detentions are earned by repeated offenses, or more serious infractions. Detentions may be assigned as lunch detentions, morning detentions, afternoon detentions, as assigned by teachers or school administration, or Saturday detentions, as assigned by the school administration.

Suspensions

Suspensions are earned by accumulating three Detentions or a single weightier offense in accordance with Responsive Education Solutions policy as outlined in the ResponsiveEd Parent/Student Handbook.

Three demerits lead to a detention. **Three detentions within a 45 day period** lead to a suspension.

Three suspensions may lead to an expulsion.

*Note: some Level II, III, or IV offenses result in immediate suspension or expulsion. Refer to the RES Parent/Student Handbook for lists of Level I, II, and III, IV offenses and consequences.

Learning Environment

Founders Classical Academy promotes an environment that fosters learning and character development.

- There is a defined standard of appearance and a structured campus.
- Positive student-parent-teacher relationships are fostered.
- The faculty consists of a collaborative group of professionals focused on student achievement and character development.
- Success in our rigorous academic program is dependent upon consistent student effort and completion of assignments.
- Students must maintain high standards of behavior in order to remain in good standing at Founders Classical Academy.
- Extra-curricular activities are offered and encouraged.

Please review Section IV, the Student Code of Conduct, p. 31.

Academic Program

The K–12 curriculum follows the *Core Knowledge* sequence. Our curriculum is a knowledge-rich curriculum sequence that effectively builds in students the grammar of each subject area preparing them for more advanced studies in later grades. Core Knowledge is built upon the following ideas:

1. there is a common body of knowledge all students should learn, i.e., cultural literacy that enables societal cohesion,
2. reading comprehension is dependent upon solid academic background knowledge, and
3. students must be better prepared to become more informed and responsible citizens of our republic.

Enhancements in elementary grades include additional novels in some grades and the study of Latin and Greek root words in grades 3–5. Methods and resources from *Access Literacy* are used to teach explicit phonics, spelling, writing, and English grammar. *Singapore Math's Dimension* program is used in grades K-8 to teach math concepts. Instruction in Latin begins in seventh grade and continues into high school, and Logic instruction begins in seventh grade.

While the Core Knowledge sequence ends with 8th grade, the knowledge-rich spirit of CK will continue in the high school curriculum at Founders Classical Academy through the FoundersScope and Sequence. One difference is the instruction will be more dialectical in both the middle and high school grades, and the process of learning rhetoric that begins in the early grades will reach advanced stages in high school. The high school grades will feature an advanced arts and sciences curriculum. Students will learn content in a more in-depth manner, and the focus will be decidedly more coordinated to Western Civilization. In the humanities, priority will be given to original sources and great books as opposed to textbooks. Math and science will offer rigorous training in fundamentals and theories in these disciplines, including both logical methods of inquiry and the scientific method. Fine arts are promoted from the start with CK and will continue through high school with both in-school and extra-curricular opportunities in art, chorus, drama, and orchestra.

Progress Reports

Progress Reports are posted to the Home Access Center (HAC) mid-way through each marking period. Parents, however, are expected to regularly monitor student planners, notebooks, and grades. Grades may be checked throughout the year through the HAC. Generally speaking, Progress Report grades should not come as a surprise to parents.

Report Cards and Grading Policy

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 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 are issued every nine weeks.

One of the main purposes of grading is to determine levels of student academic mastery. Grades will be assigned in all classroom subjects. The grading scale below is used for all grades except kindergarten and first grade. Incompletes will only be given under special circumstances as determined by a classroom teacher in coordination with the headmaster.

- A – Mastery
- B – Proficiency
- C – Sufficiency (Competence)
- D – Insufficiency
- F – Failing

In addition to these general parameters, we will be using a 4.0 grading scale. For all academic classes in grades 1–12, the following Arkansas Uniform Grading Scale and numeric values will be used for assigning grades and for computing student grade point averages (GPAs):

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

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. (Grading policy includes educational objectives only.)

Class Rank, Valedictorian, Salutatorian

Class rank will be determined at the end of the third nine weeks of the senior year.

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

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. Both the valedictorian and salutatorian must have been enrolled in the school for no less than three calendar semesters.
 - a. 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.
 - b. 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.

To account for different levels of rigor at other schools, the following system is put into place so more accurate head-to-head comparisons can be made.

1. Students who attend Founders Classical Academy full-time for four years will have their cumulative GPAs compared.
2. Students who attend Founders Classical Academy full-time for three years will have their cumulative GPAs compared to the three-year averages (sophomore to senior) of the above students.

Students who attend Founders Classical Academy full time for two years will have their cumulative GPAs compared to the two-year averages (junior and senior) of the above students.

End of the Year Awards

Students receive End of the Year Awards to recognize academic achievement, attendance, and character. The following awards are given each year:

K-6

All A Honor Roll – students must earn all As in every class each 9 weeks (on all four report cards)

A-B Honor Roll – Students must earn all As and Bs in every class each 9 weeks (on all four report cards)

Perfect Attendance – Students must be present for the full day each day of school.

Character Awards – In grades K-4, five students in each homeroom class are recognized for demonstrating our Student Honor Code of Honor, Respect, Service, Excellence, Perseverance. In grades 5-8, five students are recognized in each grade level.

7-12

All A Honor Roll – High School students must earn all As each semester (4.0 for the year)

A-B Honor Roll – High School students must earn all As and Bs each semester.

Perfect Attendance – High School students must be present for each class period each day of school.

Lamp of Knowledge – Available to Juniors and Seniors, the Lamp of Knowledge Award recognizes students who have earned at least a 3.5 for three consecutive semesters at Classical Academy.

Academic Honesty

Students are responsible for academic behaviors and are expected to produce their own work at all times. Students found to have engaged in academic dishonesty shall be subject to grade penalties on assignments or tests and disciplinary penalties (refer to school club and athletic policies for additional consequences). Academic dishonesty includes cheating or copying the work of another student, plagiarism, and unauthorized communication between students during an examination. The determination that a student has engaged in academic dishonesty shall be based on the judgment of the classroom teacher and headmaster, taking into consideration written materials, observation, or information from students. For a first offense, a student will receive a zero on the assignment, assessment, or paper, and will be assigned to serve a detention. A second offense would result in a suspension and a grade of zero. A third offense may lead to an expulsion process. All instances of copying, cheating, or plagiarism will be noted and placed in a student's file. Members of National Beta Club-National Junior Honor Society and National Honor Society will also be subject to a review by the society honor review board.

Use of Artificial Technology in Assignments:

In an effort to preserve the integrity of education at Founders no AI technology or chatbots may be used by students to complete assignments, quizzes, and tests of any kind in their classes or to complete homework. Students should not be using smartphones or tablets or other electronic devices in class. Laptops may be used with teacher permission. Students may not have a chatbot app downloaded to their personal laptop or to a school chromebook or laptop. Students found using a chatbot or having an AI app on their computer may be subject to disciplinary action.

Academic Textbooks and Supplies

Founders Classical Academy desires the best in learning resources for its students. Books and other resources loaned or given to students are to be treated appropriately. Students are responsible for these materials. If resources given to a student are lost, the student must pay for any necessary replacement. If loaned resources are lost or damaged, the student must also pay for its replacement.

Homework

The majority of class time should be spent in instruction and dialogue. Homework is reserved mainly for reading and meaningful independent activities that provide for practice of content learned in class, preparation for upcoming lessons, or work on long-term assignments such as essays, reports, presentations, etc. Students at Founders Classical Academy will be assigned homework on a regular basis. It is an integral part of the school program and aids students in advancing their studies. We ask parents to help communicate to students the importance of establishing a silent and distraction-free environment for completing all homework.

Students are expected to complete the homework assigned and parents are expected to monitor their child's homework activity. If a student does not complete homework as assigned, he or she may receive a consequence and/or loss of credit for the assignment. Most importantly, the learning process will have been hindered. Parents will be required to meet with the teacher and headmaster if a student is consistently failing to complete assigned homework.

Homework Guidelines			
Guidelines are a general expectation but may fluctuate depending on student pacing and/or long term projects			
Grade	Independent Homework	Independent Reading (Minimum required)	Listening to Reading (Minimum required)
Kindergarten		5-10 minutes	15 minutes
First	10 minutes	10 minutes	10 minutes
Second	20 minutes	10 minutes	10 minutes
Third	30 minutes	20 minutes	<i>Listening to reading is encouraged for students of all ages, but not required for students in 3rd grade and beyond</i>
Fourth	40 minutes	25 minutes	
Fifth	50 minutes	25 minutes	
Sixth	60 minutes	25 minutes	
Seventh-Twelfth**	Amounts may vary according to subject, approximately 1.5-2 hours per night		

**One consideration with homework duration, especially at the beginning of the year, pertains to the students themselves. Some students work faster than others. All students, however, will "get in shape," so to speak (or better shape). Once they learn teacher expectations and gain more experience in reading, writing, etc., they will complete homework at faster rates.

Upper Grades and Study Hall / Advisory

It is important for students to take full advantage of Study Hall / Advisory time each day. Not only can students complete homework during this time, but they can also gain much needed assistance from teachers. **Students must get study hall passes from their teachers.**

Make-Up Work

It is the responsibility of the student to make up missed classwork and homework after any absence, planned or due to illness, in a timely manner. A student, or parent in the case of young children, may contact the teacher or contact a classmate. Do not contact the school office. Missed work due to absence must be made up within the same number of days missed, not to exceed 5 days. For example, if a student is absent 1 day, then he or she has 1 school day in which to make up the work; a two 2 day absence would mean 2 school days in which to make up the work, etc.

- An absence on the due date of a major assignment (essay, lab report, etc.) or exam may not extend the due date of that assignment. The student should expect to submit the work and/or make-up the exam on the day of his or her return. Absences during the preparation time of a major assignment may not extend the due date.
- Assignments taken home before or during an absence are due the day the student returns to class; this includes assignments given to a student to complete while on a trip.
- Grade penalties will affect assignments turned in late.
- It is wise for students to coordinate with a friend (perhaps one who lives close by) early on in the year so handouts might also be collected for the absent student. If a student is unable to coordinate with another student, it is the student's responsibility to seek the guidance of teachers regarding missed work as soon as he or she returns, so as to be ready for upcoming assessments.

Note: make-up work policies refer to “documented” absences (illness, verified with a parent or doctor's note, field trip, family vacation, or other documented absences as described on page 2 of this Handbook).

Semester Tests & Exemptions

Semester tests are given the last week of the fall and spring semesters in grades 7-12 in all academic core courses (performance based classes do not give a semester exam). The following guidelines apply to semester exams:

- Exams will NOT be given before the scheduled testing date and time.
- Prior approval from the Headmaster's Office must be obtained before make up of any semester tests at the scheduled make-up date. Prior notification or a medical excuse is required to make up semester tests.
- Students who do not show up for a final exam at the scheduled time without prior notification will be considered truant. In this case the student will receive a zero on the exam.
- Seniors may receive semester exam exemptions if they have an A in the class, no unexcused absences, and fewer than 4 excused absences. All three conditions apply in order for the student to be exempt.
- A senior must be enrolled by 9/1 to earn test exemptions for the first semester and by 1/13 for the second semester.

Attendance Procedures

Regular school attendance is essential for the student to make the most of his or her education—to benefit from lessons, to build each day's learning on that of the previous day, and to grow as an individual. In short, there is no substitute for being in class. 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.

Minimum Days of Attendance

State law requires compulsory school attendance of children between the ages of 5–17, inclusive. After a 9th-12th grade student has exceeded ten (10) absences per semester, a determination will be made as to whether to deny credit. Factors to be considered will include reasons for the excessive absenteeism, previous attendance habits, input from the student's classroom teachers, and academic performance at school. Students in grades 9–12 who exceed five (5) absences parents will receive a letter and those who exceed ten (10) absences per semester may be turned over to the proper authorities

- For grades 9–12, the Attendance Committee may deny academic credit on the basis of ten (10) absences per class per semester.
- For grades K–8, students must attend a minimum of 168 days, or 90 percent (no more than 9 absences per semester).

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.

When students know ahead of time that they will be absent, the parent should notify the office either in writing or by telephone regarding the absence and contact the teacher(s) for any make-up work (see Make-up Work Policy above).

Definition of Absence

"Absence" means a student was not present at a roll call or during some portion of the school day.

Extended Absence Policy

State law mandates that a student is dropped from the enrollment after 10 consecutive days of absence. As a result, that enrollment spot is open and our charter requires that if we have a wait list, we will fill that opening. Therefore, once you have been dropped from the roll, you must re-enroll. If there is an opening available, you could enroll, otherwise you would go on a wait list.

Hours of Operation - West Little Rock

The School day for grades K-12 are as follows:

- **K-4** begins at 8:00 a.m. and ends at 3:00 p.m
- **5-12** begins at 8:00 a.m. and ends at 3:25 p.m.

Students may arrive on campus no earlier than 7:30 a.m. and must leave school no later than 3:50 p.m. (unless they are participating in an afterschool activity with a school staff member).

Picking Up Your Child Early

In order for a student to leave school during normal school hours, a parent must sign the child out in the school office. The school secretary or aide will call the classroom to get the student and take him or her to the parent in the school office. No child will be released to any adult at the classroom door other than a school designated employee or school appointed volunteer.

We ask that you refrain from picking up your child before the end of the school day when possible. Please schedule your doctor, dentist, or any other appointments before or after school or on a scheduled day off. If not possible, the office must have a written note by 10:00 a.m. letting the office know your student will be leaving early. Students will not be permitted to be picked up before the end of the school day if the office has not been notified in writing that the student has an appointment. Faxed or emailed notes will not be accepted after 10:00 a.m.

If a parent or guardian comes to the office to pick up a student before the end of that student's school day and the office has not been notified of an appointment, those seeking to pick up the student will be directed to the car line.

If you arrive early to pick up your child, please enter the car line and wait for the children to be brought outside. We understand that from time to time it may be necessary for families to leave early for an out-of-town trip or for another important reason. In those cases, the office must have a written note by 10:00 a.m. letting the office know he or she will be leaving early. Students will not be permitted to be picked up before the end of the school day if the office has not been notified in writing that the student will be leaving early. Faxed or emailed notes will not be accepted after 10:00 a.m. Planned absences will be documented only if arrangements are made a week in advance with the teacher(s) and the headmaster. When the absence is planned, all work will be expected to be completed and turned in the same day the student returns to school. (see Make-up Work Policy).

Drop-Off/Pick-Up

Volunteers and staff will supervise the drop off and pick-up areas. (Please follow signs and directions given by Founders Classical Academy staff members or volunteers.)

Students Walking or Riding a Bike

Please see the "*Walker/Biker Permission*" on our website

Drop Off

Please wait until the car is approached by a teacher before letting students leave the car. **PLEASE DO NOT WALK STUDENTS TO THE BUILDING.** There will be staff greeting students every morning.

After-School Pick Up

It is our desire that after-school pick up be done in a safe and timely manner. In order to accomplish this, please abide by these simple guidelines:

1. Display the car rider sign, *provided by the school*, in the front windshield. Please use **only** the signs provided by the school. Homemade signs will be considered no sign. This ensures that we know the right person is picking up your child as anyone could make a sign and claim to be authorized to pick up a child. **AGAIN** for security purposes, if you do not have a school-issued sign you will be asked to park and come inside. **AFTER** all cars with signs have picked up their students, we will have you sign out the students you are here to pick up.

Please let us know if you need more signs or a new sign, and we will get them to you ASAP!

2. *Please* remain in your car and wait for your student to be brought to the car. **Please do not park and walk up or send someone inside the building to pick up a student.** This may seem quicker but actually slows down the entire process. It is not safe to have anyone walking across the parking lot during this busy time. Also, we want to be sure the right student goes with the right person, and that cannot always be done if parents are walking in and picking up a student randomly.

It really is safer and faster if parents or designated people stay in their cars during this time!

3. If for some reason there will be a change with regard to who will be picking up your child, please notify the office so we can be sure your child goes home with the right person! **PLEASE BE SURE THERE IS A "WHO CAN PICK ME UP?" FORM ON FILE IN THE OFFICE.** Your child will only be released from school to persons whose names are on the completed card titled "Who Can Pick Me Up?" When parents plan for a Classical Academy student to leave school with someone not on this card, the school office must be notified no later than 2:00 p.m. the day of this change. For emergencies, a person not on your card but authorized by parent/guardian will be required to know your own personal code word written by parent/guardian on the card. We will ask for I.D. and call you to confirm that the correct person is picking up your child.

At 3:40, all students who have not been picked up will be escorted to the After School Program. Parents will be required to meet with the headmaster if a child is picked up late more than three times in a nine-week grading period.

School Tardies

Students are expected to be with their class by campus start time (please see campus hours of operation) Students arriving after campus start time are considered tardy. All tardies are unexcused, except for instances when children have written doctors' notes. Tardy students **must be escorted by a parent or guardian to the school office** to sign-in and receive a tardy slip before going to class. If the weather is inclement (e.g., raining) when you wake up, please plan to leave 5 or 10 minutes early to avoid being late. Excessive tardies, which disrupt the classroom, will result in a parent conference.

7-12 Students

- A student is tardy if not in his/her assigned chair in the classroom at the start of class.
- A student who is tardy to class in excess of ten (10) minutes will be charged with an absence for that period.
- The student needs an admittance slip from the school office if arriving to school after 8:00 a.m.

Excused Tardies.

The only excused tardy to the first class of the day is when a student has a doctor's note documenting that he/she was at an appointment that caused the student to be late to the beginning of school. Students with doctor's documentation may check into the front office to receive an excused tardy. All other tardies are unexcused. Exceptions may be handled individually by a school administrator for extenuating circumstances such as medical issues or other emergencies. Students tardy to class because they have been detained by office personnel, must have a tardy slip or pass signed by that person. Oversleeping is considered an unexcused tardy or absence.

A STUDENT MAY BE EXCUSED BY A TEACHER FROM ANOTHER TEACHER'S CLASS ONLY WITH PRIOR APPROVAL FROM THE RECEIVING TEACHER.

Unexcused Tardies

For all unexcused tardies, the student will receive discipline. Student tardies will be recorded for each class and will be cumulative for each semester.

1. First unexcused tardy—Demerits will be assigned by the teacher.
2. Second unexcused tardy—Detention will be assigned by the teacher
3. Third unexcused tardy—Detention will be assigned by the teacher and parent/guardian contacted.
4. Fourth unexcused tardy—Disciplinary referral to assistant headmaster
5. Fifth and all additional unexcused tardies—one day of In-School Suspension

Field Trips

Students will have the opportunity to participate in field trips during the school year. Volunteer parents will be needed to help chaperone. Childcare arrangements must be made for younger siblings of parents going on field trips; **siblings cannot be brought on field trips**. All volunteers will need to have a background check on file in the school office prior to chaperoning students. Please see our school website for the link to get your background check.

(Note: Background checks can take 2 to 3 weeks before completion.)

This application will also have to be completed each new school year for any volunteer.

Parents wanting to transport students to and from field trips or any other school related event, must complete the Volunteer Driving Application, it will only take a few minutes. Please see our school website for the link to complete the Volunteer Driving Application.

As with the volunteer application, **this application will also have to be completed each new school year for any volunteer responsible for driving students.**

Students must have a signed permission slip to attend a field trip. Portable audio devices, head/earphones, hand-held video games, etc., are not allowed to, from, or during a field trip.

Parents chaperoning students are responsible for the behavior of the students in their care:

- No inappropriate conversation, words, or other inappropriate behavior should be allowed (Student Protocol will be expected at all times).
- If a child's behavior becomes an issue it should be brought to the attention of a school employee immediately.
- Chaperones are expected to help the teacher maintain respectful student behavior for the duration of the field trip.
- Chaperones should always follow the rules set forth by the teacher and/or school. If the students are asked to bring a sack lunch, then the chaperone needs to bring a sack lunch.
- The chaperone should not make any extra stops for refreshments not scheduled by the teacher.
- Chaperones should always stay with the students for whom they are responsible and never leave them unattended.
- If an emergency occurs, please find another adult who can take responsibility for your students while you handle the emergency.
- If the students have been instructed by the teacher to be at a certain place at a certain time, it is the responsibility of the chaperone to see that they are there.
- Chaperones must participate in all the activities of their group. For the safety of the students, if you are not willing or physically able to keep up with the students assigned to you, please do not volunteer.

Unless arrangements are made through the administration, students must wear the Classical Academy school uniform clothing on field trips.

Video Viewing Procedures

Videos may be used in class from time to time to support a lesson. In order to be used in class, videos must meet specific curricular objectives and will not have profane language or sexual content.

Teachers must receive prior approval from the headmaster or designee in order to show a video. Teachers are responsible for previewing videos to ensure they are appropriate. In grades K-3 only G-rated videos may be shown. In grades 4-8 G and PG videos may be shown; if a PG-13 video is approved for showing, a parent permission slip must be sent home with students.

Cell Phone/Electronic Devices Procedures

- There are no cell phones, smart watches, **air pods/earbuds**, or electronic devices allowed on campus.*
- If a student is seen with a cell phone or electronic device, or the phone/device is seen or heard, the phone/device will be taken, and the device will be given to the headmaster. It will be the student's responsibility to notify their parent or guardian that the device will need to be picked up by the parent or guardian from the headmaster, at the headmaster's convenience. A \$25.00 fee will apply.
- A second offense will result in a \$50.00 fee and a parent conference will be required to regain possession of the phone/device.
- A third offense will result in permanent loss of the phone/device and possible suspension from school.
- Any student refusing to give the phone/device to school staff shall be subject to disciplinary penalties in accordance with the Student Code of Conduct.

*If there is a legitimate need for a student to have a cell phone for after-school use, then a student may bring a phone to school; however, the cell phone MUST remain turned off during school hours and in car line.

ANY phone, smart watches, or electronic device seen or heard during the school day will be collected and given to the headmaster.

School and Classroom Newsletters

Good, open communication is vital to a healthy relationship between parents, teachers and administration. Founders Classical Academy has chosen to maintain direct email to parents and to publish a journal/newsletter that will be available on the school website. Parents are asked to watch for and review the email updates, as they will be an accurate update on all events affecting you and your children at school. Dates of up-coming events will be published, and notification of important happenings on campus will be announced. Grade-level teachers will send out a paper copy and/or an electronic copy of their class/grade-level newsletter in grades K-4. Grades 5-12 teachers will communicate regularly with parents regarding up-coming units and tests.

Parent Communication With Administration, Faculty, and Staff

Parents may use any of the following means of communication with administrators, faculty, and staff:

- E-mail,
- A note dropped off to the school office, or
- Face-to-face meeting by submitting a completed *Parent/Teacher Pre-Conference Form* and scheduled in advance using one of the methods above.
- Parent Square Notifications

Guidelines regarding return communication:

- Headmaster and other administrators – due to the large volume of day-to-day responsibilities facing them, they will have to prioritize requests; you can expect to be contacted within 3 business days.
- Faculty – will make every effort to respond within 1 full business day, and no more than 2 full business days.
- Office Staff – will provide a response within 1 business day.

Note: Please keep in mind that email does not always make it to intended recipients. If you do not receive a response via email, please try one of the other means of communication.

Chain of Command when communicating about your student:

- Initial communication should be expressed to your child's teacher.
- If additional communication is warranted, parents should consult the appropriate administrator according to whether the matter concerns discipline or academics.
- If further communication is needed after meeting the headmaster, the parents should seek a meeting with the Regional Operations Director.

Parent Teacher Conferences

Teachers shall communicate with the parent(s) or guardian(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 parent(s) or guardian(s) of each student at least once a semester through a parent-teacher conference or telephone conference.

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

A parent/teacher conference may be scheduled at any time a parent or the teacher feels one is necessary. To schedule a conference with a teacher, please contact your teacher, obtain and complete a *Parent/Teacher Pre-Conference Form* (These forms are available from the teacher, in the front office, and in the appendices of this Handbook.), then schedule an appointment during the teacher's conference time. This will allow for the most productive meeting.

Parent Grievances

Should a parent have a grievance concerning a particular class or the administration of the school, the grievance should be resolved using the following protocols. Issues that arise in a particular classroom should always be addressed to the teacher first, since the teacher always has more direct knowledge of the student than anyone else.

1. **The Teacher:** Parents should schedule a meeting with the teacher outlining the nature of the meeting in advance by completing the *Parent/Teacher Pre-Conference Form* (Form A). Depending on the seriousness of the issue, a school administrator may be present. Under no circumstances is it acceptable for a parent to confront a teacher about an issue with students present, including his own.
2. **Assistant Headmaster/Dean:** If the grievance cannot be resolved with the teacher and the matter regards discipline, the parent should schedule a meeting with the assistant Headmaster. A completed *Parent/Administration Pre-Conference Form* (Form B) will need to be submitted prior to setting an appointment.
3. **The Headmaster:** If the grievance cannot be resolved with the teacher and the matter regards academics, the parent should schedule a meeting with the headmaster. A completed *Parent/Administration Pre-Conference Form* (Form C) will need to be submitted prior to setting an appointment.
4. **The State Director:** If the grievance cannot be resolved after meeting with school administration, then a parent should submit his grievance to the Regional Director of Operations for ResponsiveEd.

Note: Civil communication is expected at all times. Rude communication or behavior toward faculty or staff will not be tolerated. In the case of a grievance, face-to-face meetings may be preferable to e-mail communication.

Parental Involvement Policy

Parental/Community Involvement: School

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

To achieve such ends, the school shall work to:

1. Involve parents and the community in the development and improvement of Title I programs for the school;
2. Have a coordinated involvement program where the involvement activities of the school enhance the involvement strategies of other programs such as Parents as Partners, Parents as Teachers, and Project Graduation.
3. Explain to parents and the community the State's content and achievement standards, state and local student assessments, how the school's curriculum is aligned with the assessments, and how parents can work with the school to improve their child's academic achievement;

4. Provide parents with the materials and training they need to be better able to help their child achieve. The school may use parent resource centers or other community-based organizations to foster parental involvement and provide literacy and technology training to parents.
5. Educate school staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
6. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
7. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include providing transportation and child care to enable parents to participate, arranging meetings at a variety of times, and being creative with parent/teacher conferences;
8. Find and modify other successful parent and community-involvement programs to suit the needs of our school;
9. Train parents to enhance and promote the involvement of other parents;
10. Provide reasonable support for other parental-involvement activities as parents may reasonably request.

To help promote an understanding of each party's role in improving student learning, Founders Classical Academy shall develop a compact that outlines the responsibilities of parents, students, and the school staff in raising student academic achievement and in building the partnerships that will enable students to meet the State's academic standards.

Founders Classical Academy shall convene an annual meeting or several meetings at varying times, if necessary, to adequately reach parents of participating students, to inform parents of the school's participation in Title I, its requirements regarding parental involvement, and the parent's right to be involved in the education of their child. Founders Classical Academy shall, at least annually, involve parents in reviewing the school's Title I program and parental involvement policy in order to help ensure their continued improvement. This policy shall be part of the school's Title I plan and shall be distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand.

Rules for Founders Classical Academy Extracurricular Activities

Clubs and Sports

Founders Classical Academy will promote virtue, both in academic and athletic arenas, which is at the heart of what we stand for at the academy. Therefore, if a student is suspended from school for any reason, the student will also be suspended from extracurricular participation for a time of at least one week and will be subject to the termination of rights of participation for a more substantial length of time depending upon the severity of the offense and the discretion of the Headmaster.

Students are responsible for the specific expectations and rules set forth in extra-curricular club, society, and athletic team documents, including, but not limited to, those of the National Honor Society and Student Council.

Parent Responsibilities

Until such time as the programs at the Classical Academy develop and funds are raised, the Classical Academy will not provide transportation to away games or competitions in academics or athletics. While parents may choose to carpool with one another, Founders Classical Academy is not responsible for the transportation of students to and from contests.

Parents with children playing sports will also be asked to pay a small fee for participation that will help defray the cost of uniforms and coaches. This will differ from sport to sport or activity to activity depending upon the associated expenses.

There will normally be a small ticket charge at the gate of home and away athletic contests. Therefore, you should be prepared to pay for admission into contests at the various venues.

Practices and contests will be scheduled by Founders Classical Academy. Participants are expected to attend all practices and games unless excused by the head coach prior to the date. Transportation to and from practice will be the responsibility of the parents.

Parents should strive to be active in the VIP Organization and in volunteer efforts related to the needs for home events and various presentations. Parents may be asked to volunteer with taking tickets, concessions, clock operation, dress rehearsals, and other important activities associated with running a good extracurricular program. Your assistance with your time and resources will help the Classical Academy to move the programs to a high level for your children and others in the coming years.

Founders Classical Academy Student School Dress Code

The purpose of a dress code is to prevent unnecessary distractions in the classroom and create a positive learning environment. Students should arrive at school each day wearing official Founders Classical Academy uniforms with the school logo. These can be purchased from Lands' End:

- West Little Rock School Code: **900195652**

Allowance of clothing, accessories and issues not addressed in this Code will be determined by the Headmaster.

The school has adopted the following uniform policy for students:

Dress Code:

General Guidelines for Girls:

- Skirt length should not be shorter than 2 inches from the crease of the back of the knee
- Appropriate undergarments and modesty shorts are to be worn under skirts at all times (solid navy)
- Belts must be worn with pants at all times; pants must fit well (not too tight)
- Hair accessories must match uniform (white/gold/navy/gray or combination thereof)
- Highlighting and coloring of hair are permitted as long as the highlights and color are a natural hair color; no wigs except for medical reasons
- Jewelry must be minimal and non-distracting, and necklaces must be worn inside of shirt, hidden from view and only single ear piercings are allowed
- Tongue rings and other visible body piercings, including nose and eyebrow rings, are not allowed. No gauges may be worn in pierced ears, and students may not wear grills on teeth. Girls may wear earrings that are simple studs or hanging earrings, provided that they hang no lower than 1/2 inch below the earlobe. Girls may wear no more than two earrings per ear
- Visible tattoos or body art are not allowed
- Shirts must be tucked in at all times

Rule of Resemblance - *A few of our uniform pieces are not designated by a specific merchant in order to allow families to find the best fit, value, and easiest shopping for their family. These undesignated pieces must resemble the supplier's style and color. They should not have logos and FCA patches are not required.. Please use your best judgment to decide if an item is a close match to the style and color of the current uniform pieces. **Rule of Resemblance items will be noted with an asterisk****

- Gray, khaki or navy pants or mid-thigh length shorts with a belt. Pants must fit well and not be too tight.
 - NO cargo, skinny pants, khaki jeans, or carpenter styles with large outer pockets. Pants must be worn at the waist and may not be overly tight or baggy. No boxers or undergarments may be visible. Slacks must reach the shoe but not dragging on the ground.
- Gray, khaki or navy jumper - no shorter than 2 inches above the knee
- Gray, khaki or navy skirt (K-12) - no shorter than 2 inches above the knee
- Box plaid skirt (4-12) - no shorter than 2 inches above the knee
- Gray, khaki, navy Ponte Dress, Ponte Pleat Jumper
- Mesh polo dress (long or short sleeve, gray, with logo) **This option only available to K - 3rd grade*
- Variety of long and short sleeve, gray, white or navy polo with logo
- Modesty bike shorts in navy must be worn under skirts and jumpers and should not show when standing
- Solid white or navy tights or leggings (no embellishments)
 - Leggings must reach the ankle bone

Indoor Sweater Options (no hoods or sweatshirts)

- Gray, navy, white knitted crew neck pullover vest or sweater with logo (must be worn with a collared shirt underneath)
- Gray, navy, or white cardigan with optional logo

Required Footwear must be solid colored, closed toed, closed heel:

- Solid white, navy, bobby or ankle socks (must be visible) or white or navy knee socks
- Navy or Black Mary Jane's with white or black soles (Formal Dress Day K-3)
- Majority of shoe color should be white, black, light brown, or dark brown dress shoes
- Sneakers/ tennis shoes must be low or mid tops (no high tops) and the majority of the shoe should be solid-colored black, navy, gray, white, brown (primary colors and earth tones are preferred)

Only other outerwear item to be worn in classroom besides sweater:

- Lightweight fleece half-zip pullover (classic navy, gold thread logo)
- Quarter-zip pullover (classic navy, gold thread logo)
- Fleece lined rain jacket (classic navy, gold thread logo)
- Thermo plume jacket (classic navy, gold thread logo)

General Guidelines for Boys:

- Only solid white t-shirts (no writing) may be worn under uniform shirts
- Belts must be worn with shorts and pants at all times
- Boys hair may not touch the top of the collar or below the middle of the ears and must be trimmed above the eyebrow. Sideburns should be neatly trimmed and extend no longer than the bottom of the earlobe. Hair must be natural color.
- Boys may not wear hair bands or put their hair into a bun or ponytail.
- No facial hair is permitted
- Abnormal or excessive hairstyles are not allowed (eg. tails, mohawks, haircut designs)
- Shirts must be tucked in at all times
- No piercings are allowed
- Visible tattoos or body art are not allowed

Required Footwear:

- Solid white, black or navy ankle or crew length socks (must be visible)
- Solid white, black, light brown, or dark brown dress shoes. Majority of shoe color should be white, black, light brown, or dark brown dress shoes (Formal Dress Day)
- Sneakers/ tennis shoes must be low or mid tops (no high tops) and the majority of the shoe should be solid-colored black, navy, grey, white, brown (primary colors and earth tones are preferred)

Only other outerwear item to be worn in classroom besides sweater:

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Exemption

Parents may provide a written request to the Campus Director at the school office, stating a bona fide religious or philosophical objection to the requirements above.

Well-Dressed Wednesdays

In life, there are times when we are required to dress for certain occasions. It is imperative that our students learn these times and are ready to dress appropriately. We are instituting a new optional, but highly encouraged, Well-dressed Wednesday.

Our Juniors and Seniors dress code for Wednesdays:

A button-down oxford cloth shirt either white or blue and a blue-based or plaid tie with khaki pants or skirt. Girls have the option of the plaid cross-tie or a full regular tie. These students also have the option of wearing a navy blue blazer.

Our Sophomore and Freshman dress code for Wednesdays:

A button-down oxford cloth shirt either white or blue and a blue-based or plaid tie with khaki pants or skirt.

Our Middle School (5 - 8) dress code for Wednesdays will be:

A white polo shirt with khaki pants or skirt. Girls also have the option to wear the jumper with a white polo.

Our Elementary School (K-4) dress code for Wednesdays will be:

A navy polo shirt with khaki pants or skirt. Girls also have the option to wear the jumper with a white or navy polo.

Dress shoes are highly encouraged on these days as are tights with skirts and jumpers.

Spirit Day (All Grades)

The first Friday of each month is designated as Spirit Day. Students may wear Blue Jeans without holes, without slits, and must be free of decorations or embellishments; students may not wear skinny or baggy jeans, or joggers. Students may wear any approved spirit wear t-shirts, including shirts approved for extra-curricular activities or uniform shirts. There may be other pre-approved, designated days where spirit wear may be worn. If students are not wearing spirit wear, they must be in uniform.

Students may wear a gym uniform. The gym uniform must remain modest and in good repair (no holes, torn sleeves, etc.). Athletic shorts, or pants during cold weather should be worn at the waist, should be no shorter than two inches above the knee, and no-longer than just below the knee. No short shorts or long baggy shorts may be worn. No boxers or undergarments may be visible. Shirts must be tucked in or well over the waist of the pants/shorts. No midriffs may be shown.

Athletic Warm-Ups

All students may purchase the Athletic Warm-ups approved on the Lands' End website. Students participating in sports may choose to wear them during the practice/game. Students in 7th-12th grades may choose to purchase the warm-up to wear during gym class. The approved warm-up jackets with logo may also be worn during the school day over a required uniform shirt; however, the warm up bottoms may not be worn during the school day.

Trends

Each year there are a few new trends that show up at school. These, of course, cannot be listed nor a regulation devised to specifically cover them. When a new trend interferes with the appropriate learning atmosphere, becomes a nuisance, or violates the spirit of the dress code, then it will not be permitted. The Headmaster will make this decision.

Quality

Torn, cut, or ripped clothing may not be worn.

Expense

The purpose of the dress code is to create and maintain an orderly, positive learning environment. The dress code requirements should not keep your student from attending Founders Classical Academy. Financial assistance is available to qualifying families. Please inquire with the school for more information.

Enforcement Policies If a student's dress or grooming is inappropriate or objectionable under these provisions, faculty shall request the student to make appropriate corrections. If the student is unable to meet the dress code or refuses to make the necessary corrections, the Headmaster or Assistant Headmaster shall notify the student's parent and request that the parent make the necessary correction. If both the student and parent refuse, the Headmaster shall take disciplinary action.

Appropriate disciplinary procedures shall be followed, including removal from school until the student is in compliance with the dress code. Decisions of the Headmaster or designee regarding dress and grooming are considered final. Failure to comply with the dress code will result in disciplinary action.

Navigating Lands' End

1. Go to the Lands' End main site at www.landsend.com.
2. Click on "school uniform."
3. Click on "Find My School."
4. Enter your information or "Or find my school using my preferred school number." The preferred school number for Founders West Little Rock is **900195652**.

It is recommended that you create your own account in order to learn about Lands' End uniform and logo sales.

Additional Clothing for Grades K and 1 Students

All FCA Kindergarten and 1st grade students are required to have an extra change of clothing at school (This does not have to be a school uniform, but it is recommended.). Please include socks and underwear.

Visitors on Campus

Founders Classical Academy has a mandatory sign-in procedure for all visitors on campus, including parents. We ask that you not go to your child's classroom, the lunchroom, the gym, or any other place on campus without stopping in the office, signing in, and getting permission. Office staff or school administrators will be glad to assist you. **Students from other schools are not allowed to visit our campus unless they are scheduled for an official shadow day.**

Every classroom interruption sets back learning time. Teachers are distracted and some students are unable to refocus on their lesson once interrupted. This procedure is in place to ensure your child receives the ultimate academic time available without distraction, as well as for their safety, by knowing who is on campus at all times. The procedure also applies to student drop off and pick up. When teachers arrive in the morning, they have certain preparations that must be completed before receiving the students. After school, they have lesson plans to wrap up, tutoring to conduct, papers to grade, calls to return, etc., and still leave the school early enough to spend time with their families in the evening.

All of our teachers welcome parent/teacher conferences, as long as they are scheduled in advance and on their calendar. Please complete the *Parent/Teacher Pre-Conference Form*, then call the school office or e-mail your child's teacher to schedule a conference.

Inclement Weather

When the weather turns cold, and snow and ice threaten a school closing, you may tune into TV and/or radio to find out if Founders Classical Academy will be closing. We will follow the Bentonville Public Schools (BPS) or Little Rock School District (LRSD) when making our decision. If you see that BPS is closed or delayed, then so are we. Please stay informed of the weather conditions and do not bring your child to school unnecessarily. If the school is closed, there will not be a school employee on campus.

If there is dangerous weather during car line, the following protocol will take place: Safety will be priority

- If lightning is striking within 10 miles we move students inside and pause car line
- We will let you know if car line is suspended temporarily immediately through ParentSquare
- If a tornado warning is issued during car line, we will suspend car line until the warning is over. Parents should come in for shelter. Students will be moved to their tornado shelter location.

Parent Contact Information on File

If for some reason any of your contact information changes during the school year, such as your home, cell, or work phone numbers, please contact the office immediately and let us update the information in your child's records. **It is extremely important that we have current contact information at all times so we can reach you during the school day. This is for the safety of your child.** We must be able to contact you in the event of a medical emergency. If you receive a call from the school asking you to pick up your child and you are not available, it is your responsibility to make arrangements for someone else to pick up your child. Please inform the person picking up your child that he or she is required to show a state-issued picture ID before your child can be released.

Classroom Interruptions

It is extremely important that parents do not interrupt the classes during the school day by going directly to the classroom and drawing the attention of the teacher away from his or her responsibilities for a "quick question." An e-mail or note should provide parents with a means of quick communication.

When you go to the school office, the secretary or aide will assist you in delivering lunches, supplies, or other forgotten messages or items. Medicine should be taken to the school nurse office. It is less disruptive for school personnel to deliver these items, and school personnel are glad to serve you.

Lost Items at School

Please make sure your child's name is on items he or she brings to school. This will help us identify the items when they are misplaced. As the weather changes from hot to cold, there will be many coats and sweatshirts, etc., that look alike. Be sure to write your child's name on lunchboxes and containers inside the lunchboxes. Anything you want to keep should be labeled.

Meals at School

Breakfast and Hot Lunch

Every parent will have the opportunity to apply for the free and reduced meal program. The applications are sent home with students the first week of school. Once the application is returned to the school, your approval or denial letter should come home in a few days. Parents are responsible for the full price of student's meal until the free or reduced priced meal application is approved and starting date begins.

Meal charge guidelines for Founders Classical Academy are as follows:

All students may charge meals only on occasions when money is unavailable and the student would have to miss meal service. This is a courtesy extended to the student and should not occur on a regular basis. Students whose accounts show a deficit amount will be informed by the cashier as they go through the line. Students will be allowed to charge up to 5 meals. After 5 meals charged to an account, parents will be contacted.

Staff and other adults will not be allowed to charge meals.

Sack Lunches

When preparing your child's sack lunch, please make every effort to send a nutritious meal. The children are not allowed to share their food for safety reasons. Be sure to send a drink. Please help us support these rules from home. It is important to pack an eating utensil in your child's lunch box, as utensils are not available at school. Do not pack a lunch that requires microwave use.

Snacks

Students should bring small, healthy, snacks that can be consumed in a couple of minutes. Examples include peanut butter crackers, animal crackers, nutri-grain bars, granola bars, pretzels, grapes, etc. No snack should require the use of a utensil. Students attending after-school care will need to bring a snack for after school.

Note: Food and drink (except bottled water with lids) are not permitted in the classrooms. There are water fountains available on the campus. During seasons of very hot weather, students are encouraged to bring clear plastic water bottles to school. They may refill them from any of the drinking fountains on campus. As a precaution against sickness, students should not share or drink from the same bottles.

Food Safety and Security

To help ensure health and safety of the students and staff in our schools the following procedures shall be implemented:

- All foods made available on school campus or through school sponsored activities on school campus shall comply with state and local food, safety, and sanitation regulations.

- Individually packaged or commercially prepared items are required to minimize opportunities for food borne illnesses.
- Home-made foods for parties, etc. are PROHIBITED – Given concerns regarding food allergies and food safety, home-made foods are not allowed in ResponsiveEd schools for consumption by students during the school day.
- Ice machines must be secured and handled only by authorized personnel to prevent cross contamination or risk of tampering.

Exemption Days

Nine days will be exempt from the normal Child Nutrition Policy; all students must have a choice to eat a breakfast and/or hot lunch meal during the selected exemption days. Foods may not be made available during meal times in the areas where school meals are being served and/or consumed.

The designated days will include, but are not limited to:

- The last day before Christmas Holidays
- Valentine’s Day or the Friday before, if it falls on a weekend
- The last day of school

Other days will be communicated by administration.

Celebration/Fundraiser Days (Included in the 9 exemption days)

Parents/sponsors are able to provide store-bought, individually packaged food items or commercially prepared food items for celebrations, approved instructional activities (i.e., folklore festivals), or after school fundraisers to reduce the risk of food contamination. Home-made foods are PROHIBITED.

Birthday Parties/Treats

Birthday parties are prohibited due to the loss of instructional time. Birthday treats are prohibited due to state guidelines as set forth in ACT 1220 of 2003. Parents may provide non-food goodie bags to be distributed at the end of the day.

Volunteers

Founders Classical Academy welcomes parent volunteers. Volunteers are vital to making our school the best it can be, and we appreciate every minute volunteers provide. However, as with anything, there must be guidelines. We ask that our volunteers not arrive before 8:00 a.m. if they are coming to help in the office. Our teachers need this time to make phone calls, copy confidential files, have conversations with the other staff, etc., and before and after school is often their only available time. For the same reasons, we ask that our office volunteers plan to leave the office when their child is dismissed at the end of the day.

Volunteers are asked not to interrupt a classroom for any reason other than an emergency. If you are working on something a teacher has left for a volunteer and you do not understand the instructions or you need to ask a question, please wait until they have a break. Classroom disruptions (no matter how quiet you are) detract from the education process.

Office volunteers may occasionally overhear confidential school or student information. Any information overheard in the office must be kept in the strictest of confidence. You may only discuss information that has been shared with the school body. Failure to keep confidences may result in your inability to continue as a volunteer.

PTO-Parent Teacher Organization

Want to get involved? Make sure to join our PTO Program – Parent Teacher Organization. You can sign up and read more about this important program on our website.

SCHOOL COPY

RESPONSIVE EDUCATION SOLUTIONS®

2023-2024 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

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Student Name

School

Grade Level

Student Signature

Parent Signature

Date

Parent E-mail Address

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