HOT SPRINGS SCHOOL DISTRICT NO. 6

VISION STATEMENT
The vision of the Hot Springs School District is to set the standard for education.

MISSION STATEMENT
The mission of the Hot Springs School District is to educate and empower each student to graduate from high school college and/or career ready, respect diversity, and to be contributing members of a global society.

COLLECTIVE COMMITMENTS
Hot Springs School District commits to:

● Prepare lifelong learners for the 21st century
● Provide a safe, supportive environment with state of the art facilities
● Hire and retain the best teachers and leaders
● Promote a culture of integrity, dignity, and fairness
● Foster high levels of expectations and achievement for ALL
● Supply relevant curriculum and resources for students to gain knowledge, skills, and confidence
● Engage families and serve the community

SUPERINTENDENT
Dr. Stephanie Nehus, Ed.D.

HOT SPRINGS SCHOOL DISTRICT BOARD OF DIRECTORS
Mrs. Ann Hill
Mr. Lonell Lenox
Mrs. Debbie Ugbade
Mr. Steve White
Dr. Cindy Rogers
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4.1—RESIDENCE REQUIREMENTS

Definitions:

“In loco parentis” means relating to the responsibility to undertake the care and control of another person in the absence of:

1. Supervision by the person's parent or legal guardian; and
2. Formal legal approval.

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

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

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

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

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis for school attendance purposes.

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

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

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

Cross References: Policy 4.40—HOMELESS STUDENTS
Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-18-107
A.C.A. § 6-18-202
A.C.A. § 6-18-203
A.C.A. § 9-28-113

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4.2 - ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

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

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

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

Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.
Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Home-schooled and private school students shall be evaluated by the District to determine their appropriate grade placement.

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child’s social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child’s age:
   a. A birth certificate;
   b. A statement by the local registrar or a county recorder certifying the child’s date of birth;
   c. An attested baptismal certificate;
   d. A passport;
   e. An affidavit of the date and place of birth by the child’s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
   f. United States military identification; or
   g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person’s expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas
Department of Health.

**Uniformed Services Member's Children**

For the purposes of this policy:

“Activated reserve components” means members of the reserve component of the uniformed services who have received a notice of intent to deploy or mobilize under Title 10 of the United States Code, Title 32 of the United States Code, or state mobilization to active duty.

“Active duty” means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209 and 1210.

“Deployment” means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to his or her home station.

“Active duty members of the uniformed services” includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;

“Eligible child” means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

“Uniformed services” means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

“Veteran” means an individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than
dishonorable.

The superintendent shall designate an individual as the District's military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.

An eligible child as defined in this policy shall:

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

In the event that official copies of an eligible child’s education records are not available
at the time the eligible child is transferring, then the District shall:

- Pre-register and place an eligible child based on the eligible child’s unofficial
  education records pending receipt of the eligible child’s official records; and
- Request the eligible child’s official education records from the sending district.

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

Legal References: A.C.A. § 6-4-302
A.C.A. § 6-4-309
A.C.A. § 6-15-504
A.C.A. § 6-18-107
A.C.A. § 6-18-201 (c)
A.C.A. § 6-18-207
A.C.A. § 6-18-208
A.C.A. § 6-18-510
A.C.A. § 6-18-702
A.C.A. § 9-28-113

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4.3 - COMPULSORY ATTENDANCE REQUIREMENTS

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

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

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

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4.4 - STUDENT TRANSFERS

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

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

Any student transferring from a school accredited by the Division of Elementary and Secondary Education (DESE) to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

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

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

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

Legal References: A.C.A. § 6-15-504
A.C.A. § 6-18-316
A.C.A. § 6-18-317
A.C.A. § 6-18-510
A.C.A. § 9-28-113(b)(4)
A.C.A. § 9-28-205

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4.5 - SCHOOL CHOICE

The Hot Springs School District is under an enforceable desegregation court order/court-approved desegregation settlement agreement regarding the effects of past racial segregation in student assignment and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE). The Federal Court orders and court approved desegregation settlement agreement apply only to school districts located in Garland County, Arkansas. As a result of the desegregation order/desegregation plan, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). Pursuant to Court orders, Hot Springs School District, plus the six (6) other public school districts located in Garland County, are currently under the provisions of Act 609 of 1989. The law, incorporated in part into the Court approved desegregation settlement agreement entered into by all Garland County public school districts, provides limitations and restrictions as follows:

1. No student shall transfer to a nonresident district where the percentage of enrollment for the student’s race exceeds that percentage in his/her resident district. In any instance where the transfer would result in a conflict with a desegregation court order or approved desegregation agreement, the terms of the order or agreement shall govern.

To be considered, an application for a school choice transfer must be received or postmarked no later than July 1 of the year in which the applicant would begin the fall semester at the non-resident district.

When considering applications, priority shall be given to applications from siblings residing in the same residence or household of students already attending Hot Springs School District through school choice.

The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption. For additional information or if there are questions about school choice transfers in Garland County school districts, and specifically Hot Springs School District, contact the Hot Springs School District Superintendent’s Office, Administrative Offices, 400 Linwood Avenue, Hot Springs, Arkansas 71913 (phone:
501-624-3372 ).

Legal References: A.C.A. § 6-1-106
A.C.A. § 6-13-113
A.C.A. § 6-15-430(b)
A.C.A. § 6-18-227
A.C.A. § 6-18-510
A.C.A. § 6-18-1901 et seq.
A.C.A. § 6-21-812

DESE Rules Governing the Guidelines, Procedures and Enforcement of the Arkansas Opportunity Public School Choice Act
DESE Rules Governing The Public School Choice Act of 2015

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4.6 - HOMESCHOOLING

Enrollment in Home School Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to homeschool. The notice shall be given:

1. At the beginning of each school year, but no later than August 15;
2. Fourteen (14) calendar days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian’s intent to homeschool shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by email;
- By mail; or
- In person.

The notice shall include:

A. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
B. The mailing address and telephone number of the home school;
C. The name of the parent or legal guardian providing the home school;
D. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
E. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
F. A statement if the home-school student plans to seek a driver’s license during the current school year;
G. A statement that the parent or legal guardian agrees that the parent or legal
guardian is responsible for the education of their children during the time the parents or legal guardians choose to homeschool; and

H. A signature of the parent or legal guardian, which must be notarized if the home-schooled student plans to seek a driver’s license during the school year.

To aid the District in providing a free and appropriate public education to students in need of special education services, the parents or legal guardians home-schooling their children shall provide information that might indicate the need for special education services.

**Enrollment or Re-Enrollment in Public School**

A home-schooled student who wishes to enroll or re-enroll in a District school shall submit:

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
  - Curricula used in the home school;
  - Tests taken and lessons completed by the home-schooled student; and
  - Other indicators of the home-schooled student's academic progress.

If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A home-schooled student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home-schooled student’s grade level and academic course level in the home school:

1. As indicated by the documentation submitted by the home-schooled student;
2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
3. If the home-schooled student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the home-schooled student's grade placement and course credits. The District will determine the home-schooled student's grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home-schooled student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a home-schooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a homeschool:

A. Award of course credits earned in the home school;
B. Placement in the proper grade level and promotion to the next grade level;
C. Participation in any academic or extracurricular activity;
D. Membership in school-sponsored clubs, associations, or organizations;
E. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
F. Scholarships.

Legal References: A.C.A. § 6-15-503 A.C.A.
§ 6-15-504 A.C.A. § 6-41-103

Date Adopted: August 4, 2016
Last Revised: July 27, 2017

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4.7 - ABSENCES

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

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

Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student’s physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District’s truancy policy.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement to the principal or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will not be accepted:

1. The student’s illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent’s discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and twelve (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

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

**Unexcused Absences**

Absences not defined above or not having an accompanying note from the parent; legal guardian; person having lawful control of the student; or person standing in loco parentis, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with eight (8) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has four (4) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds eight (8) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.
It is the Arkansas General Assembly’s intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district’s administration for special arrangements to address the student’s unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement’s requirements. The agreement shall be signed by the student, the student’s parent; legal guardian; person having lawful control of the student; or person standing in loco parentis, and the school or district administrator or designee.

Students who attend in-school or out-of-school suspension shall not be counted absent for those days, as it relates to excused or unexcused absences.

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

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

Cross References: 4.8—MAKE-UP WORK 4.57—IMMUNIZATIONS 5.11—DIGITAL LEARNING COURSES

A.C.A. § 27-16-701
Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

Date Adopted: August 4, 2016
Last Revised: July 16, 2019

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4.8 - MAKEUP WORK

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

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Makeup tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. Makeup work which is not turned in within the makeup schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their makeup work without the teacher having to ask for it.
8. Students who are absent on the day their makeup work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitt ed by the student’s Individual Education Program or 504 Plan.

Parents requesting homework assignments for the day(s) missed must contact the guidance counselor’s office at the school on the day(s) of absence.

Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

Cross References: 4.7—ABSENCES
4.57—IMMUNIZATIONS
Date Adopted: August 4, 2016

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4.9 - TARDIES

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

Date Adopted: August 4, 2016

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4.10 - CLOSED CAMPUS

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

Date Adopted: August 4, 2016

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4.11 - EQUAL EDUCATIONAL OPPORTUNITY

No student in the Hot Springs School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non discrimination may be directed to the Equity Coordinator, who may be reached at Administrative Offices, 400 Linwood Avenue, Hot Springs, Arkansas 71913, 501-624-3372. Email rosburgb@hssd.net

For further information on notice of non-discrimination or to file a complaint, visit http://wdcrobcollp01.ed.gov/CFAPPS/OCR/contactus.cfm; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

Legal References: A.C.A. § 6-18-514
28 C.F.R. § 35.106 34
C.F.R. § 100.6 34
C.F.R. § 104.8 34
C.F.R. § 106.9 34 C.F.R. § 108.9 34
C.F.R. § 110.25

Date Adopted: August 4, 2016

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4.12 - STUDENT ORGANIZATIONS/EQUAL ACCESS

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

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups. All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the wellbeing of students and faculty, and to assure that attendance of students at meetings is voluntary.

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

Legal References: A.C.A. § 6-5-201 et seq.
A.C.A. § 6-21-201 et seq.
A.C.A. § 6-18-601 et seq.

Date Adopted: August 4, 2016
4.13 - PRIVACY OF STUDENT’S RECORDS/DIRECTORY INFORMATION

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

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

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

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

For the purposes of this policy a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional
responsibility, contracted duty, or duty of elected office.

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student’s caseworker or to the caseworker’s representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student’s case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

When deciding whether to release PII in a health or safety emergency, the District may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. If the District determines that there is an articulable and significant threat to the health or safety of a student or other individuals, it may disclose information from education records to any person whose knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

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

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

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. “Directory information” includes, but is not limited to, a student’s name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor role (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.
A student’s name and photograph will only be displayed on the district or school’s web page(s) after receiving the written permission from the student’s parent or student if over the age of 18.

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

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student’s name, identifier, or institutional email address in a class in which the student is enrolled.

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

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

Cross References: Policy 4.34—Communicable Diseases and Parasites
Policy 5.20—District Website
Policy 5.20.1—Website Privacy Policy
Policy 5.20F1—Permission to Display Photo of Student on Website

Legal References: A.C.A. § 9-28-113(b)(6)
20 U.S.C. § 1232g
20 U.S.C. § 7908
4.13F - OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

(Not to be filed if the parent/student has no objection)

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

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

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

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

Deny disclosure to military recruiters _____

Deny disclosure to Institutions of postsecondary education _____

Deny disclosure to Potential employers _____

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

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

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

Date form was filed (To be filled in by office personnel) Note: your district does not have to include the separate options listed on this form, but students do have the right to opt out of either category separately.

Date Adopted: August 4, 2016

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4.14 - STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

Student Publications

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

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator, to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that include:
   a. Are obscene as to minors;
   b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
   c. Constitute an unwarranted invasion of privacy as defined by state law;
   d. Suggest or urge the commission of unlawful acts on the school premises;
   e. Suggest or urge the violation of lawful school regulations;
   f. Attacks ethnic, religious, or racial groups; or
   g. Harass, threaten, or intimidate a student.
Student Media on School Web Pages

Student media displayed on school web pages shall follow the same guidelines as listed above; and shall also:

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

Student Distribution of Non School Literature, Publications, and Materials A student or group of students who distribute ten (10) or fewer copies of the same non school literature, publications, or materials (hereinafter “non school materials”), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly educational environment. A student or group of students wishing to distribute more than ten (10) copies of non school materials shall have school authorities review their non school materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non school materials, prior to their distribution and will bar from distribution those non school materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

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

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

Legal References: A.C.A. § 6-18-1202, 1203, & 1204

Date Adopted: August 4, 2016
Last Revised: July 16, 2019

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4.15 - CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NONCUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal’s designee establishing the parent’s custody of the student. It shall be the responsibility of the custodial parent to make any court ordered “no contact” or other restrictions regarding the noncustodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Noncustodial parents who file with the principal a date-stamped copy of current court orders granting visitation may eat lunch, volunteer in their child’s classroom, or otherwise have contact with their child during school hours and the prior approval of the school’s principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply.

Arkansas law provides that, In order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District’s schools, the transfer of a child between his/her custodial parent and noncustodial parent, when both parents are present, shall not take place on the school’s property on normal school days during normal hours of school operation. The custodial or noncustodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and noncustodial parents that was witnessed by the student’s building principal. Unless a valid no-contact order has been filed with the student’s principal or the principal’s designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER

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

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal’s designee shall make a good faith effort to contact the student’s parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis identified on student enrollment forms. The principal or the principal’s designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, custodian, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Department of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student’s parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state’s social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

**Contact by Professional Licensure Standards Board Investigators**

Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.
Legal References: A.C.A. § 6-18-513
A.C.A. § 9-13-104
A.C.A. § 12-18-609, 610, 613
A.C.A. § 12-18-1001, 1005

Date Adopted: August 4, 2016

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4.16 - STUDENT VISITORS

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

Cross References: For adult visits see Policy 4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL and Policy 6.5—VISITORS TO THE SCHOOLS

Date Adopted: August 4, 2016

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SCHOOL SAFETY & VISITOR REQUIREMENTS

All schools provide a Safe School Environment that includes:

1. Monitoring school guests (guests report to main office, sign in, wear badges, report unfamiliar people to school office).
2. Provide developed crisis plans and conduct preparedness training (building level teams; regular review of plans and simulation drills; training teachers and other staff in how to respond to crisis).
3. Create a safe, supportive school climate that provides school-wide behavioral expectations, positive interventions and supports, psychological and counseling services, and violence prevention programs (bully-proofing, social skill development, peer conflict mediation).
4. Promote compliance with school rules, and reporting potential problems to school officials.
5. Practice school preparedness drills (intruder alerts, weather and fire).

Rules for Visitors to School

1. General Requirements for Visitors to Schools:
   a. A visitor is defined as any person seeking to enter the school building who is not an employee of the school or a student currently enrolled in that building.
   b. All visitors shall report to the school office when arriving or leaving the school premises. Notices shall be displayed in each building indicating that all visitors are required to register with the school office and obtain authorization from the administrator to remain on the school premises. All visitors shall be requested to wear an appropriate form of identification when on school premises. Persons without a recognized school visitor pass will be viewed as trespassers and should anticipate being questioned and asked to return to the office. UNAUTHORIZED VISITORS WILL BE ASKED TO LEAVE AND NON-COMPLIANCE WITH THIS REQUEST WILL RESULT IN ARREST.
   c. Whenever possible, visitors should obtain authorization from the administration in advance. At the discretion of the administration, such prior authorization may be required.
d. All school visitors must comply at all times with Board policies, administrative rules and school regulations.

e. Visitors will use the push button at the front door to be allowed to enter the building during school hours.

2. Exceptions to Visitor Requirements:
   a. Parents or citizens who have been invited to visit school as part of a scheduled open house, special event, scheduled performance by a class, during drop off and/or pick up procedures, or other adult participants in organized and school approved activities are exempt from requirements in 1-4 above. (Access to school events held during school hours (Homecoming, pep rally, concerts during school hours, etc.) requires that all visitors secure a pass/badge or verbal permission from the principal or his designee in order to be admitted.

3. Visitors to Classrooms or Other Instructional Areas:
   a. Access to classrooms or other instructional areas of the school may be restricted upon the recommendation of the teacher in charge or as otherwise deemed necessary by the administration.
   b. Because classrooms and other instructional areas are the most vulnerable to disruption, specific conditions may be imposed upon visitors, including but not limited to:
      i. requiring that the visitor be chaperoned
      ii. limiting the duration of the visit to particular times or length of time
      iii. limiting the activities of the visitor to a particular purpose(s)
      iv. designating particular routes of travel in the building or upon the school grounds.
      v. student visitors or small children are not permitted to attend class with a student.
   c. Visitors wishing to conference with teachers or administration during the course of the school day are encouraged to make arrangements in advance whenever possible and only during teacher’s conference times.

4. Supervision and Monitoring of Visitors to school:
All visitors and parents/guardians (visitors), shall be supervised and monitored by the staff, teachers, or the administration during the extent of the visit to the school. Supervision is defined as having general oversight over, direction of, and regulation of the visitor’s activities and interaction with the children at school. Monitoring is defined as watching and observing the visitor’s activities and interaction with the children at school. Each classroom instructor or assistant shall be responsible for supervising or monitoring visitors in their classroom. All staff is responsible for supervising and monitoring visitors in their general vicinity,
including the visitor activities en route to the classroom.

5. Special Situations:
   Both parents and guardians of a student have rights to visit the child’s school and have unlimited access to their child unless a court order exists restricting such contact.

The School Administration has the authority to exclude from the school premises any person who disrupts or who appears likely to become a disruption to the educational program. Any such individual shall be directed to leave the school premises immediately and law enforcement authorities shall be called if necessary.

Date Adopted: August 4, 2016

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The Hot Springs School District Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school sponsored function, activity, or event;
- Going to and from school or a school activity.

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

The District’s personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

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

The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of
suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District’s student discipline policies on a case-by-case basis.

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

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Legal References: A.C.A. § 6-18-502
A.C.A. § 6-17-113

Date Adopted: August 4, 2016
Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. There may be actions or behavior for which discipline is administered and no specific consequences are listed. In that case the minimum consequence shall be a conference and the maximum an expulsion. Prohibited behaviors include, but shall not be limited to the following:

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination; CONFERENCE - SUSPENSION
2. Disruptive behavior that interferes with orderly school operations; CONFERENCE - SUSPENSION
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee; CONFERENCE - EXPULSION
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual; SUSPENSION - EXPULSION
5. Possession or use of tobacco in any form on any property owned or leased by any public school; CONFERENCE - EXPULSION
6. Willfully or intentionally damaging, destroying, or stealing school property; SUSPENSION – EXPULSION - RESTITUTION
7. Possession of any paging device, beeper, or similar electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons; CONFERENCE – SUSPENSION
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug; SUSPENSION - EXPULSION
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession; SUSPENSION - EXPULSION
10. Inappropriate public displays of affection; CONFERENCE - SUSPENSION
11. Cheating, copying, or claiming another person’s work to be his/her own; SEE ACADEMIC INTEGRITY POLICY
12. Gambling; CONFERENCE - SUSPENSION
13. Inappropriate student dress; CONFERENCE - SUSPENSION
14. Use of vulgar, profane, or obscene language or gestures; CONFERENCE = SUSPENSION
15. Truancy; CONFERENCE – DETENTION – IN-HOUSE ASSIGNMENT
16. Excessive tardiness; CONFERENCE - SUSPENSION
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability; SUSPENSION - EXPULSION
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form; SUSPENSION - EXPULSION
19. Hazing, or aiding in the hazing of another student; CLASS B MISDEMEANOR - EXPULSION
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited; CONFERENCE - EXPULSION
21. Sexual harassment; SUSPENSION - EXPULSION
22. Bullying; SUSPENSION - EXPULSION
23. Operating a vehicle on school grounds while using a wireless communication device. CONFERENCE – EXPULSION
24. Possession or use of fireworks CONFERENCE - SUSPENSION
25. Any act or behavior that would be a misdemeanor or felony if committed by an adult. CONFERENCE - EXPULSION - (Unless otherwise specifically provided for in these policies)

After considering all circumstances of an incident, the principal or designee, at any time, may make a referral of a student to the Alternative Learning Environment (ALE) as a consequence for any violation of District policy. It must be determined that the referral is in the best interest of the student and meets requirements for admission to ALE set forth in the ALE policies.

The Superintendent, Principal, or designee shall have the discretion to modify stated consequences as long as the consequence administered does not exceed the maximum as stated in policy. The administration of consequences and penalties shall be made after consideration of all circumstances of the incident or action that was in violation of district policy. Each case will be determined on its own merits.

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

Cross References:  Prohibited Conduct #2— Policy # 4.20
Prohibited Conduct #3— Policy # 4.21, 4.26
Prohibited Conduct #4— Policy # 4.22
Prohibited Conduct #5— Policy # 4.23
Prohibited Conduct #7—Policy 4.47
Prohibited Conduct #8— Policy # 4.24
Prohibited Conduct # 13— Policy # 4.25
Prohibited Conduct # 14— Policy # 4.21
Prohibited Conduct # 15— Policy # 4.7
Prohibited Conduct # 16 — Policy # 4.9
Prohibited Conduct # 17— Policy # 4.43
Prohibited Conduct # 19— Policy # 4.12
Prohibited Conduct # 20— Policy # 4.26
Prohibited Conduct # 21—Policy # 4.27
Prohibited Conduct # 22— Policy # 4.43
Prohibited Conduct # 23— Policy # 4.47

Legal References: A.C.A. § 6-5-201
A.C.A. § 6-15-1005
A.C.A. § 6-18-222
A.C.A. § 6-18-502
A.C.A. § 6-18-514
A.C.A. § 6-18-707
A.C.A. § 6-21-609
A.C.A. § 27-51-1602
A.C.A. § 27-51-1603
A.C.A. § 27-51-1609

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Date Revised: July 16, 2019

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4.19 - CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION

ELIGIBILITY

The District’s Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District’s Student Code of Conduct.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District’s Student Code of Conduct, the student’s bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

Students are eligible to receive district bus transportation if they meet the requirements below (taken from Policy 4.58 HSSD.25). The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student’s parent or guardian.

Once a child boards the bus - and only at that time - does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board shall require children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

In cases when children do not conduct themselves properly on a bus, such instances are to be brought to the attention of the building principal(s) by the bus driver. The building principal will inform the parents/guardians immediately of the misconduct and request their cooperation in checking the child’s behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents/guardians of the children involved become responsible for seeing that their children get to and from school. Any
student who willfully defaces, marks, cuts, breaks, or damages a bus will be suspended and will be expected to pay for any and all damages prior to being reinstated.

The following is a summary of procedures to be followed for inappropriate conduct on busses:

1. First Referral - Warning, and parent is contacted. Phone contact with the parent.
2. Second Referral - Three days off bus. Parent is notified.
3. Third Referral - Minimum of two weeks off bus. Parent is notified.
4. Fourth Referral - Suspended from bus for remainder of semester or minimum of six weeks. The above steps are guidelines only. The penalty may be more severe if appropriate. [K-6 elementary students will not be suspended from the bus, except in extreme circumstances.]

Meeting the Bus

- Be at the assigned bus stop ten minutes before the bus is scheduled to arrive. Do not arrive at the stop earlier than ten minutes before the scheduled arrival time.
- Before crossing a street to board the bus, wait until the bus has come to a complete stop and the driver has directed you to cross.
- Stand back at least ten feet from the bus stop and do not approach the bus until it has come to a complete stop and the door is opened.
- Respect the property rights of others while waiting for the bus; don't litter, make unnecessary noise, gather under carports or on porches or lawns without permission.

Entering and Leaving the Bus

- Enter and leave the bus quickly and in an orderly manner.
- Do not enter or leave the bus by the back door unless you are instructed to do so by the driver.
- If you must cross the street after leaving the bus, go to a point on the shoulder of the street ten feet in front of the bus and wait until the driver signals you to cross. Be certain that you are far enough in front of the bus that you can see the driver and the driver can see you. Once you have crossed the street, remain on the opposite side of the street until the bus has left the scene.
- Do not attempt to retrieve any object you have dropped until the bus has left the scene and the street is clear of other vehicles.
• An adult or responsible older child should always accompany small children at the bus stop. This applies to both boarding the bus in the morning and exiting the bus in the afternoon.

Riding the Bus

• Ride only the bus to which you are assigned except on the request of a parent or guardian approved in advance through the Principal’s office.
• Remain seated while the bus is in motion unless otherwise instructed by the driver.
• Keep legs, feet, hands, etc. out of the aisle.
• Weapons including, but not limited to knives, firearms, sharp objects, and clubs and animals are never permitted on the school bus.

Activities NOT PERMITTED on School Buses

1. Eating and drinking
2. Smoking or use of any tobacco product (Against State Law)
3. Scuffling or fighting
4. Yelling at anyone on the bus or outside the bus
5. Throwing any object out of the bus
6. Putting any part of the body out of the window
7. Tampering with any of the bus safety devices or defacing any part of the bus (damages will be paid for by the offender)
8. Profanity
9. Playing radios, tape players, or band instruments.

Legal References: A.C.A. § 5-60-122
A.C.A. § 6-19-119 (b)
Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

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4.20 - DISRUPTION OF SCHOOL

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

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

Legal Reference: A.C.A. § 6-18-511

Date Adopted: August 4, 2016
4.21 - STUDENT ASSAULT OR BATTERY

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common acceptation, is calculated to:

A. Cause a breach of the peace;
B. Materially and substantially interfere with the operation of the school; or
C. Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Students guilty of such an offense may be subject to legal proceedings in addition to any student disciplinary measures.

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

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4.22 - WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

"Firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

“Possession” means having a weapon on the student’s body or in an area under the student’s control.

“Weapon” means any:

- Firearm;
- Knife;
- Razor;
- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while:

- In a school building;
- On or about school property;
- At any school sponsored activity or event;
- On route to or from school or any school sponsored activity; or
- Off the school grounds at any school bus stop.

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

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.

Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Cross Reference: Policy 4.31—EXPULSION

Legal References: A.C.A. § 5-4-201
A.C.A. § 5-4-401
A.C.A. § 5-27-210
A.C.A. § 5-73-119(b)(e)(8)(9)(10)
A.C.A. § 5-73-133
A.C.A. § 6-18-502
A.C.A. § 6-18-507
A.C.A. § 6-21-608
20 USC § 7961

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4.23 - TOBACCO USE AND POSSESSION POLICY

Rationale
The purpose of this policy is to reflect and emphasize the hazards of tobacco use, be in compliance with state and federal laws, protect the health and safety of all students, employees and the general public, and set an example of non-tobacco use by adults. To attain the purposes and objectives the Hot Springs School District No. 6 establishes a tobacco free policy as set forth herein.

Definitions
- **Tobacco**: For the purposes of this policy “tobacco” is to include any product containing, made, or derived from tobacco that is intended for human consumption, whether chewed, smoked, absorbed, dissolved, inhaled, snorted, sniffed, or ingested by any other means or any component, part, or accessory of a tobacco products to include but not limited to: any lighted or unlighted cigarette, cigar, pipe, and any other smoking/vaping product, and spit tobacco, also known as smokeless, dip, chew, snus, and snuff, in any form including, “e-cigarette”, Other Tobacco Products (OTPs), and electronic nicotine devices (ENDs).

  **Exemption - Nicotine use**: Only FDA approved cessation products are allowed. This includes: nicotine gum, nicotine lozenge, nicotine patch, pharmaceutical nicotine inhaler (this does not include any form of e-products) and nicotine nasal spray.

- **Tobacco use**: Smoking which means carrying or having in one’s possession a lighted cigarette, cigar, pipe or other object giving off or containing any substance giving off smoke, and chewing spit tobacco.

- **Use**: The chewing, lighting and smoking of any tobacco product.

Prohibitions of Use
A. The Hot Springs School District No. 6 and all of its school properties shall be, as set out herein, tobacco free 24 hours a day, 365 days per year. Included are all functions taking place on school grounds, either sponsored by a school or the District, as well as all functions or activities not associated with, or sponsored by, a school or the District.

B. Possession or use of tobacco products of any kind by students on District property, whether owned, rented, or used for district purposes, in district vehicles, including busses, and at school sponsored functions, whether on or off of District property, is prohibited at all times.

C. The use of tobacco products of any kind by employees of the District, or
volunteers, on District property, whether owned, rented or used for District purposes, in district vehicles, including busses, and while involved in School sponsored functions, whether on or off of district property, is prohibited at all times.

D. The use of tobacco products by all visitors to the school district property, including non-school hours and at all functions sponsored by the school or others, athletic or otherwise and on or off school property, is prohibited.

E. Advertising
   Advertising of tobacco products is prohibited in school buildings, on school property, at school functions and in all school publications. This includes clothing that advertises tobacco products.

F. Prevention Education
   Tobacco prevention education will be incorporated into the district’s K-12 comprehensive health curriculum so that students will be aware of the Health and social consequences of use/nonuse of tobacco products. Teachers whose instructional assignments include tobacco use prevention education will be trained in order that students will be afforded the most effective delivery of the district’s classroom-based tobacco prevention education.

G. Communication of Policy
   The policy will be included in employee and parent/student handbooks, and notice thereof posted at entrances of school buildings, playgrounds and athletic fields, as well as in visible places inside and outside the schools of the district. Local media will be asked to communicate this tobacco-free policy community-wide.

H. Enforcement and Cessation
   Enforcement and Consequences of violation of this Tobacco Free Policy:
      a. Students:
         Consequences for the first offense may range from a conference and confiscation of the product to suspension, as provided for in student discipline policies, at the discretion of the Principal or designee. Depending on the circumstances, parents may be notified, police may be notified, meeting and assessment with substance abuse educator or designated staff, participation in tobacco education program, and the offering of student resources for available cessation programs may be included in the consequences. Second and subsequent offenses will result in more severe consequences than the first offense, and the severity will depend upon the circumstances and determined by the Principal or designee. If available, Tobacco Education Programs may be mandated as a part of the consequences.
b. Employees and Volunteers:
The use of tobacco products of any kind on district property, at any time, is prohibited. The use of tobacco products of any kind while involved in school sponsored activities or functions, regardless of the location, is prohibited. Consequences for violation of this policy shall be a written warning by the employee’s supervisor or appropriate administrator and referral to a cessation program for the first offense; a formal reprimand by the employee’s supervisor or appropriate supervisor, to be place in personnel file and referral to a cessation program for the second offense; and possible suspension without pay or non-renewal or dismissal and referral to a cessation program for the third or subsequent offenses, depending upon the circumstances.

c. Visitors:
Use of tobacco products of any kind by visitors, on school district property, whether owned or rented, at any time, is prohibited. Visitors violating this policy, as well as applicable federal and state law, will be informed of the policy and the law prohibiting tobacco use on school property. Continued violation will result in appropriate authorities, including law enforcement personnel, being notified. Information regarding resources for available cessation programs will be available for visitors in violation of this policy.

I. i. The Superintendent shall establish any procedures or guidelines necessary to implement this policy. Such procedures and guidelines shall be applied as uniformly as practicable, considering the circumstances of each individual case.

Legal Reference: A.C.A. § 6-21-609

Date Adopted: August 4, 2016

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4.24 - DRUGS AND ALCOHOL

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

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

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

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

Date Adopted: August 4, 2016

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4.25 - STUDENT DRESS AND GROOMING

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

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

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

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

Date Adopted: August 4, 2016

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4.26 - GANGS AND GANG ACTIVITY

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

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

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

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

Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds. The minimum consequence of this policy is a suspension and the maximum is an expulsion.

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

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Last Revised: July 16, 2019

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4.27 - STUDENT SEXUAL HARASSMENT

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and trainings shall include, but are not limited to: the nature of sexual harassment; the District’s written grievance procedures for complaints of sexual harassment; that the district does not tolerate sexual harassment; that students can report inappropriate behavior of a sexual nature without fear of adverse consequences; the redress that is available to the victim of sexual harassment; and the potential discipline for perpetrating sexual harassment.

“Sexual harassment” means conduct that is:

1. Of a sexual nature, including, but not limited to:
   a. Sexual advances;
   b. Requests for sexual favors;
   c. Sexual violence; or
   d. Other personally offensive verbal, visual, or physical conduct of a sexual nature;
2. Unwelcome;
3. Denies or limits a student’s ability to participate in or benefit from any of the District’s educational programs or activities through any or all of the following methods:
   a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual’s education;
   b. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
c. Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

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

Within the educational environment, sexual harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person’s alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students as to sexual activity or performance;
- Circulating or showing e-mails or websites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student
has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will provide assistance on the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

Complaints will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to: individuals who are responsible for handling the District’s investigation to the extent necessary to complete a thorough investigation; the extent necessary to submit a report to the child maltreatment hotline; the Professional Licensure Standards Board for complaints alleging sexual harassment by an employee towards a student; or the extent necessary to provide the individual accused in the complaint due process during the investigation and disciplinary processes. Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the District’s ability to investigate the complaint and may make it impossible for the District to discipline the accused.

Students, or the parents/legal guardians/other responsible adult of a student, who file a complaint of sexual harassment, shall not be subjected to retaliation or reprisal in any form, including threats, intimidation, coercion, or discrimination. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who filed the complaint:

- The final determination of the investigation;
- Remedies the District will make available to the student; and
- The sanctions, if any, imposed on the alleged harasser relevant to the student.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who was accused of sexual harassment in the complaint:

- The final determination of the investigation; and
The sanctions, if any, the District intends to impose on the student.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following an investigation, any student who is found by the evidence to more likely than not have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

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

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

Legal References: Title IX of the Education Amendments of 1972, 20 USC 1681, et seq. 34 CFR part 106
A.C.A. § 6-15-1005 (b) (1)

Date Adopted: August 4, 2016

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4.28 - LASER POINTERS

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; en route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District. Consequences may be a minimum of a suspension and a maximum of an expulsion. The Laser pointer shall be confiscated and turned over to authorities.

Legal References: A.C.A. § 6-18-512

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4.29 - INTERNET SAFETY AND ELECTRONIC DEVICE USE POLICY

CONSEQUENCES

Definition For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

The District makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student electronic device use is continuous.

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

Technology Protection Measures The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors; therefore, it is the policy of the District to protect each electronic device with Internet filtering software that is designed to prevent students from accessing such materials. For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that:

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

Internet Use and Safety The District is dedicated to ensuring that students are
capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including, but not limited to:

- interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

Misuse of Internet The opportunity to use the District’s technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district’s technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student’s own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Legal References: Children’s Internet Protection Act; PL 106-554
FCC Final Rules 11-125 August 11,2011
20 USC 6777
47 USC 254(h)(l)
47 CFR 54.520
47 CFR 520(c)(4)
A.C.A. § 6-21-107
A.C.A. § 6-21-111

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The Hot Springs School District is pleased to offer the student identified above access to the school’s computer network resources and the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student’s use of the district’s access to the Internet is a privilege conditioned on the Student’s abiding to this agreement. No student may use the district’s access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. Acceptable Use: The Student agrees that he/she will use the District’s Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal laws and regulations and any State laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student’s school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action. Minimum – first offense: suspension from use of technology. Minimum – second and succeeding offenses: suspension from use of technology for increasingly longer periods, up to the remainder of the semester or school year. Permanent suspension may result in appropriate circumstances.. Maximum – expulsion. Violation of other policies, laws or regulations by the use of technology subject the student to penalties and consequences for violation of such policy, law, or regulation as well as the technology violation. The principal has discretion to consider the age and grade level of the student in administering the policy and enforcing this agreement.

4. “Misuse of the District’s access to the Internet” includes, but is not limited to, the following:
   a. using the Internet for other than educational purposes;
   b. gaining intentional access or maintaining access to materials which are “harmful to minors” as defined by Arkansas law;
c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
d. making unauthorized copies of computer software;
e. accessing “chat lines” unless authorized by the instructor for a class activity directly supervised by a staff member;
f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
g. introduction of network devices into any area where the District’s wired or wireless network is in operation including but not limited to; routers, switches, wireless access points, mobile hotspots, wireless printers etc ... unless previously authorized by the District’s IT Coordinator or his/her designee.
h. using encryption software;
i. wasteful use of limited resources provided by the school including paper;
j. causing congestion of the network through lengthy downloads of files;
k. vandalizing data of another user;
l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
m. gaining or attempting to gain unauthorized access to resources or files;
n. identifying oneself with another person’s name or password or using an account or password of another user without proper authorization;
o. invading the privacy of individuals;
p. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student’s academic endeavor. Personally identifying information includes full names, address, and phone number.
q. using the network for financial or commercial gain without district permission;
r. theft or vandalism of data, equipment, or intellectual property;
s. attempting to gain access or gaining access to student records, grades, or files;
t. introducing a virus to, or otherwise improperly tampering with the system;
u. degrading or disrupting equipment or system performance;
v. creating a web page or associating a web page with the school or school district without proper authorization;
w. providing access to the District’s Internet Access to unauthorized individuals;
x. failing to obey school or classroom Internet use rules;
y. taking part in any activity related to Internet use which creates a clear and
present danger of the substantial disruption of the orderly operation of the
district or any of its schools; or

z. Installing or downloading software on district computers without prior
   approval of the District’s IT Coordinator or his/her designee.

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

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

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

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

Student’s Signature: ____________________________ Date _____________

Parent/Legal Guardian Signature: __________________ Date_____________
4.30 - SUSPENSION FROM SCHOOL

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

- At any time on the school grounds;
- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity.

A student may be suspended for behavior including, but not limited to that which:

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

Out-of-school suspension shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.

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

1. the student shall be given written notice or advised orally of the charges against him/her;
2. if the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts; and
3. if the principal finds the student guilty of the misconduct, he/she may be suspended.
When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), person(s) having lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older or mailed to the last address reflected in the records of the school district.

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

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

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

The district shall keep a log of contacts attempted and made to the parent, or legal guardian, person having lawful control of the student, or person standing in loco parentis.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student’s period of OSS.

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District’s engagement or access to education program.

During the period of their suspension, students serving in-school suspension shall not
attend or participate in any school-sponsored activities during the imposed suspension.

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

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

Cross Reference: 4.7—ABSENCES

Legal References: A.C.A. § 6-18-507
Goss v Lopez, 419 U.S. 565 (1975)

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4.31 - EXPULSION

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

Expulsion shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

A. Poses a physical risk to himself or herself or to others;
B. Causes a serious disruption that cannot be addressed through other means; or
C. Is the act of bringing a firearm on school campus.

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

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

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

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

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

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

Cross Reference: Policy 4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Legal Reference: A.C.A. § 6-18-507

Date Adopted: August 4, 2016

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4.32 - SEARCH, SEIZURE, AND INTERROGATIONS

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

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

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

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

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a “72-hour hold ” without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.
If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

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

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4.33 - STUDENTS’ VEHICLES

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

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

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

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

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

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

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

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

Cross References: 4.2—ENTRANCE REQUIREMENTS  4.7—ABSENCES  4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION  4.57—IMMUNIZATIONS

Legal References: A.C.A. § 6-18-702
Arkansas State Board of Health Rules Pertaining To Immunization Requirements
Division of Elementary and Secondary Education Rules Governing Kindergarten Through 12th Grade Immunization Requirements

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4.35 - STUDENT MEDICATIONS

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

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

Medications, including those for self-administration, must be in the original container and be properly labeled with the student’s name, the ordering provider’s name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

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

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school’s intention to dispose of any medication. Medications not picked up by the parents or legal
guardians within the ten (10) day period shall be disposed of by the school nurse in accordance with current law and rules.

**Schedule II Medications**

Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes only to the extent the student’s doctor has specifically authorized such attendance and participation. A doctor’s prescription for a student’s Schedule II medication is not an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student’s classes and extracurricular activities. Without a doctor’s written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall not be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

**Self-Administration of Medication**

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

1. Self-administer either a rescue inhaler or auto-injectable epinephrine;
2. Perform his/her own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student’s own hypoglycemia and hyperglycemia; or
5. Possess on his or her person:
   a. A rescue inhaler or auto-injectable epinephrine; or
   b. the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
• At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or combination does not require him/her to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or any combination on his/her person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian’s written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

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

1. An IHP that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

A. The time scheduled for a dose of insulin in the student’s IHP; and
B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student’s IHP.
**Emergency Administration of Epinephrine**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that provides for the administration of an epinephrine auto-injector in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer auto-injector epinephrine to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying his/her epinephrine auto-injector or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

**Emergency Administration of Albuterol**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the
student’s school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

**Emergency Administration of Anti-opioid**

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District’s procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

**Legal References:**
Ark. State Board of Nursing: School Nurse Roles and Responsibilities
Division of Elementary and Secondary Education
Arkansas State Board of Nursing Rules Governing the Administration of Insulin and Glucagon to Arkansas Public School Students with Diabetes
A.C.A. § 6-18-701
A.C.A. § 6-18-707
A.C.A. § 6-18-711
A.C.A. § 6-18-714
A.C.A. § 17-87-103 (11)
A.C.A. § 20-13-405

Date Adopted: August 4, 2016
Last Revised: July 16, 2019

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4.35F - MEDICATION ADMINISTRATION CONSENT FORM

Student’s Name (Please Print)__________________________________________

This form is good for school year 2019-2020. This consent form must be updated anytime the student’s medication order changes and renewed each year and/or anytime a student changes schools.

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

I hereby authorize the school nurse, or designee, to administer the following medication to my student:

Name of medication _________________________________________________

Name of physician or dentist (if applicable) _______________________________

Dosage _____________________________________________________________

Instructions for administering the medication_____________________________

_____________________________________________________________________

Other instructions _____________________________________________________________________

_________________________________

I hereby authorize ____________________ to administer the above medication to my student in the unavailability of the school nurse at school in accordance with the above medication administration instructions.

I authorize the school nurse to take a photograph of my student to be used to verify my student’s identification before the school nurse or an authorized individual administers medications to my student.

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

Parent or legal guardian signature _______________________________________

Date __________________

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4.35F2 - MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student’s Name (Please Print) ___________________________________________

This form is good for school year 2019-2020. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer rescue inhalers and/or auto-injectable epinephrine. Eligibility is only valid for this school for the current academic year.

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

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

Rescue inhalers and/or auto-injectable epinephrine for a student's self-administration shall be supplied by the student’s parent or guardian and be in the original container properly labeled with the student’s name, the ordering provider’s name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry a rescue inhaler or an epinephrine auto-injector shall also provide the school nurse with a rescue inhaler or an epinephrine auto-injector to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication(s) included on this form while on school grounds and at school sponsored events but that distribution of the medication(s) included on this form to other students may lead to disciplinary action against my student.

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

Parent or legal guardian signature _________________________________ Date ______________
4.35F3 - GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM

Student’s Name (Please Print) __________________________________________

This form is good for school year 2019-2020. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from diabetes. The IHP authorizes the school nurse to administer Glucagon or insulin to my child in an emergency situation.

In the absence of the nurse, trained volunteer district personnel may administer to my child in an emergency situation:

Glucagon ______

Insulin ______

I hereby authorize the school nurse to administer Glucagon and insulin to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the medication(s) I selected above to my child in an emergency situation. I will supply the medication(s) I selected above to the school nurse in the original container properly labeled with the student’s name, the ordering provider’s name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

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

Parent or legal guardian signature ________________________________ Date __________________

Date Adopted: August 4, 2016

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4.35F4 - EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student’s Name (Please Print)______________________________________________

This form is good for school year 2019-2020. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable epinephrine to administer auto-injectable epinephrine in emergency situations when he/she believes my child is having a life-threatening anaphylactic reaction.

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

Date of physician's order _____________________________________________

Circumstances under which albuterol may be administered ______________________________

____________________________________________________________________

Other instructions _______________________________________________________

____________________________________________________________________

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature ____________________________________________

Date ____________________

Date Adopted: July 16, 2019

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4.35F5 - ALBUTEROL EMERGENCY ADMINISTRATION CONSENT FORM

Student’s Name (Please Print) ________________________________

This form is good for school year 2019-2020. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

My child has an IHP that provides for the administration of albuterol in emergency situations. I hereby authorize the school nurse or other school employee certified to administer albuterol to administer albuterol in emergency situations when he/she believes my child is in perceived respiratory distress.

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

Date of physician's order _________________________________________

Circumstances under which albuterol may be administered ____________________________
________________________________________________________________________________

Other instructions _________________________________________________________________
_________________________________________________________________________________

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

Parent or legal guardian signature ________________________________

Date _________________

Date Adopted: July 16, 2019

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4.36 - STUDENT ILLNESS/ACCIDENT

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

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school’s expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student’s emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

Date Adopted: August 4, 2016

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4.37 - EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted no fewer than three (3) times per year with at least one each in the months of September, January, and February. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District’s Panic Button Alert System. Students shall be included in the drills to the extent practicable.

Legal References: A.C.A. § 12-13-109
A.C.A. § 6-10-110
A.C.A. § 6-10-121
A.C.A. § 6-15-1302
A.C.A. § 6-15-1303
Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

Date Adopted: August 4, 2016

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4.38 - PERMANENT RECORDS

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

Legal References: A.C.A. § 6-18-901
DESE Rules Governing Student Permanent Records

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Last Revised: July 16, 2019

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4.39 - CORPORAL PUNISHMENT

The Hot Springs School District School Board prohibits the use of corporal punishment by any employee of the District against any student.

Legal Reference: A.C.A. § 6-18-503 (b)

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Last Revised: July 16, 2019

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4.40 - HOMELESS STUDENTS

The Hot Springs School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to

A. Receive appropriate time and training in order to carry out the duties required by law and this policy;
B. coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;
C. Ensure that school personnel receive professional development and other support regarding their duties and responsibilities for homeless youths;
D. Ensure that unaccompanied homeless youths:
   ○ Are enrolled in school;
   ○ Have opportunities to meet the same challenging State academic standards as other children and youths; and
   ○ Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid;
   ○ Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth’s living situation; this is especially true for District policies governing fees, fines, and absences.

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

For the purposes of this policy “school of origin” means:

- The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and
- The designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.

The District shall do one of the following according to what is in the best interests of a homeless child:

- Continue the child's or youth's education in the school of origin for the duration of homelessness:
- In any case in which a family becomes homeless between academic years or during an academic year; and
- For the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or
- Enroll the child or youth in any public school that non homeless students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining the best interest of the child or youth, the District shall:

- Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;
- Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, the District shall provide the child's or youth's
parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal. For an unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

The homeless child or youth must be immediately enrolled in the selected school regardless of whether application or enrollment deadlines were missed during the period of homelessness.

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

For the purposes of this policy, students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and:

A. Are:
   a. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
   b. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;
   c. Living in emergency or transitional shelters;
   d. Abandoned in hospitals; or

B. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

C. Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

D. Are migratory children who are living in circumstances described in clauses (a) through (c).

In accordance with Federal law, information on a homeless child or youth’s living situation is part of the student’s education record and shall not be considered, or added, to the list of directory information in Policy 4.13.3

Legal References: 42 U.S.C. § 11431 et seq.*
42 U.S.C. § 11431 (2)
42 U.S.C. § 11432(g)(1)(H)(I)
42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II)
42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii)
42 U.S.C. § 11432 (g)(3)(G)
42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E)
42 U.S.C. § 11434a
Commissioner's Memo COM-18-044

Date Adopted: August 4, 2016

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4.41 - PHYSICAL EXAMINATIONS OR SCREENINGS

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student’s ability to achieve to his/her full potential.

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

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

Legal References: A.C.A. § 6-18-701 (b), (c), (e)

Date Adopted: August 4, 2016
Last Revised: July 16, 2019

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4.41F - OBJECTION TO PHYSICAL EXAMINATIONS OR SCREENINGS

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

Physical examination or screening being objected to:

_____ Vision test

_____ Hearing test

_____ Scoliosis test

_____ Other, please specify ________________________________

Comments:

________________________________________

Name of student (Printed)

________________________________________

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

________________________________________

Date form was filed (To be filled in by office personnel)
4.42 - STUDENT HANDBOOK

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

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

Principals and counselors shall also review Policies 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current DESE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

Date Adopted: August 4, 2016
Last Revised: July 16, 2019

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4.43 - BULLYING

Definitions

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

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

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

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

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

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

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

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial
disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

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

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

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

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

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

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.
A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
   a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
   b. Prepare a written report of the alleged incident of bullying;
   c. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
   d. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
   e. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
   f. That a credible report or complaint of bullying against their student exists;
   g. Whether the investigation found the credible report or complaint of bullying to be true;
   h. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
   i. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
   j. Make a written record of the investigation, which shall include:
      ■ A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
      ■ Any action taken as a result of the investigation; and
   k. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action,
consideration may be given to other violations of the student handbook which may have simultaneously occurred.¹ In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District’s prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Copies of this policy shall be available upon request.

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

Date Adopted: August 4, 2016
Last Revised: July 16, 2019

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4.44 - ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES 9-12

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

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

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

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

In rare instances, students may be granted waivers from the mandatory attendance requirement if they would experience a proven financial hardship if required to attend a full day of school. For the purpose of this policy, “proven financial hardship” is defined as harm or suffering caused by a student's inability to obtain or provide basic life necessities of food, clothing, and shelter for the student or the student's family. The superintendent shall have the authority to grant such a waiver, on a case-by-case basis, only when convinced the student meets the definition of proven financial hardship.

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

Legal References: A.C.A. § 6-18-210, 211
Arkansas Department of Education Rules Governing the Mandatory Attendance Requirements for Students in Grades Nine through Twelve

Date Adopted: August 4, 2016

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All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, a Smart Core Information Sheet and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel.

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

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the
school’s annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;

● Discussions held by the school’s counselors with students and their parents; and/or

● Distribution of a newsletter(s) to parents or guardians of the district’s students.

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

**GRADUATION REQUIREMENTS**

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional technology unit to graduate for a total of twenty-three (23) units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

**Digital Learning Courses**

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

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

Oral Communications: one-half (½) unit

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

1. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2. Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;
   * A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.
3. Algebra II; and
4. The fourth unit may be either:
   ○ A math unit approved by DESE beyond Algebra II; or
   ○ A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

A. DESE approved biology – 1 credit;
B. DESE approved physical science – 1 credit; and
C. A third unit that is either:
   ○ An additional science credit approved by DESE; or
   ○ A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may
be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

**CAREER FOCUS: - Six (6) units**

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

**CORE: Sixteen (16) units**

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond
Algebra I and Geometry

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

Science: three (3) units

A. DESE approved biology – 1 credit;
B. DESE approved physical science – 1 credit; and
C. A third unit that is either:
   ○ An additional science credit approved by DESE; or
   ○ A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

**CAREER FOCUS: - Six (6) units**

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

A student who enlists in a branch of the United States Armed Forces or the National
Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Cross Reference: 4.55—STUDENT PROMOTION AND RETENTION
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.11—DIGITAL LEARNING COURSES
5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3
DESE Guidelines for the Development of Smart Core Curriculum Policy
DESE Rules Governing Distance and Digital Learning
Smart Core Information Sheet
Smart Core Waiver Form
Commissioner’s Memo LS-18-082
A.C.A. § 6-4-302
A.C.A. § 6-16-122
A.C.A. § 6-16-143
A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-1406
A.C.A. § 6-18-107

Date Adopted: August 4, 2016
Last Revised: July 27, 2017

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4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2021 AND THEREAFTER

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

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development plan to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:
• Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
• Discussion of the Smart Core curriculum and graduation requirements at the school’s annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
• Discussions held by the school’s counselors with students and their parents; and/or
• Distribution of a newsletter(s) to parents or guardians of the district’s students.

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS
The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional technology unit to graduate for a total of twenty-three 23 units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.
Digital Learning Courses
The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

SMART CORE: Sixteen (16) units

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

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

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

1. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
2. Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10; *A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.
3. Algebra II; and
4. The fourth unit may be either:
   ○ A math unit approved by DESE beyond Algebra II, or
   ○ A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

A. DESE approved biology – 1 credit;
B. DESE approved physical science – 1 credit; and
C. A third unit that is either:
An additional science credit approved by DESE; or
A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (1/2) unit

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

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

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

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

CAREER FOCUS: - Six (6) units All career focus unit requirements shall be established through guidance and counseling based on the student’s contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements. A student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1)
Career Focus credit.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

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

Science: three (3) units

A. DESE approved biology – 1 credit;
B. DESE approved physical science – 1 credit; and
C. A third unit that is either:
   - An additional science credit approved by DESE; or
   - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit Other social studies – one-half (1/2) unit

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

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

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

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

CAREER FOCUS: - Six (6) units All career focus unit requirements shall be established through guidance and counseling based on the student’s contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

A student who completes seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT
5.11—DIGITAL LEARNING COURSES
5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES
5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References: Standards For Accreditation 9.03 – 9.03.1.9, 14.02
DESE Guidelines for the Development of Smart Core Curriculum Policy
DESE Rules Governing the Digital Learning Act of 2013 Smart Core Informed
Smart Core Information Sheet
Smart Core Waiver Form
Commissioner’s Memo LS-18-082
A.C.A. § 6-4-302
A.C.A. § 6-16-122
A.C.A. § 6-16-143
A.C.A. § 6-16-149
A.C.A. § 6-16-150
A.C.A. § 6-16-1406
A.C.A. § 6-18-107

Date Adopted: August 4, 2016
Last Revised: July 16, 2019

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4.46 - PLEDGE OF ALLEGIANCE

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

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

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

Legal Reference: A.C.A. § 6-16-108

Date Adopted: August 4, 2016

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

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

To protect the security of statewide originated tests assessments no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan. This means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions.

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

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

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

Use of an electronic device is permitted to the extent it is approved in a student's individualized education program (IEP) or it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Before and after normal school hours, possession of electronic devices is permitted on
the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians.² Students have no right of privacy as to the content contained on any electronic devices that have been confiscated.³ A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32— SEARCH, SEIZURE, AND INTERROGATIONS.

Students who use school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

Legal References: A.C.A. § 6-18-515
A.C.A. § 27-51-1602
A.C.A. § 27-51-1603
A.C.A. § 27-51-1609 DESE Test Administration Manual

Date Adopted: August 4, 2016
Last Revised: July 27, 2017

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4.48 - VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

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

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

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy’s following paragraph, the district’s video recordings may be erased any time greater than four weeks (one month) after they were created.

Videos, automatic identification, or data compilations containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook; any release or viewing of such records shall be in accordance with current law.

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.
Legal References: 20 USC 1232g
20 U.S.C. 7115 34
CFR 99.3, 4, 5, 7, 8, 10, 12, 31

Date Adopted: August 4, 2016

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

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

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

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator (May be contacted at 501-624-3372) for overseeing district fulfillment of its responsibilities regarding handicapped students. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of handicapped students and their parents.

Legal References: 34 C.F.R. 300 et seq.
42 U.S.C. §12101 et seq. American with Disabilities Act
29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504,
The 2004 Reauthorization of the Individuals with Disabilities Act A.C.A. § 6-41-201 et seq.

Date Adopted: August 4, 2016

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4.49.HSSD.1 - HSWCHS IB Diploma Programme Inclusion/Special Education Policy

Philosophy
Hot Springs World Class High School strives to provide a challenging and supportive educational experience for all students. We are committed to ensuring that all students have the knowledge, skills and confidence they need to succeed, and that they are provided with the learning opportunities and supports required. As such, we abide by the state guidelines of inclusion of students qualifying for special education services for all academic programs. All students are given the opportunity to participate in the IB Middle Years, Diploma, and Career Programmes to the fullest extent allowed by their abilities. Tailoring our curriculum and teaching to meet the individual needs of our students is essential. An Individualized Education Plan (IEP) or a 504 Plan will be developed for each student who qualifies. HSWCHS staff and administration

➢ believe all students can learn and have a right to a holistic and inclusive education in a caring and stimulating environment.
➢ place great emphasis on the responsibilities of our entire school community to be aware of and provide for students with special educational needs.
➢ believe all students will participate in their learning to the best of their ability.
➢ view a student’s education as a partnership between the student, the parent(s)/guardian(s), and the school.

Services
Special Education Students
Students with special education needs will have an Individual Education Plan (IEP) that is developed by their IEP team and is reviewed each year. Each student will be assigned a caseload teacher who is responsible for maintaining and updating the IEP. Each of the student’s teachers is responsible for ensuring the accommodations and modifications on the student’s IEP are followed.

Section 504 Accommodations
A student may be eligible for a Section 504 Accommodation Plan if they have a diagnosed condition that limits their ability to be successful in school without accommodations. The 504 Plan is managed by a licensed school counselor and the plan is developed and reviewed by an interdisciplinary team each year. Each of the
student’s teachers is responsible for ensuring the accommodations on the student’s 504 Plan are followed.

When students who have an IEP or 504 Plan register for IB exams, the IB Diploma Programme Coordinator will work with the student’s Special Education Case Manager or 504 Coordinator and family to determine if accommodations should occur for internal or external assessments. When appropriate, the IB Diploma Programme Coordinator will submit the required paperwork requesting accommodations for assessments according to the protocols established by the IB.

Common Practices

Teachers

General Education and Special Education teachers adapt their instruction to suit individual educational needs. Federal and state laws dictate that goals and objectives of an individual’s IEP/504 supersede the requirements of the IB. All teachers are committed to including all students in general education classrooms as determined by annual meetings. Special education teachers collaborate with general education teachers to address individual students’ needs for success in the classroom.

IB teachers work with their Special Education students’ caseload teachers/support staff to structure supports and accommodations as identified in students’ IEPs. Examples of modifications and accommodations may include, but are not limited to:

➢ Providing a student with extra time to complete a test or to use technology to assist them in a task
➢ Reducing the length of a task
➢ Allowing a student to demonstrate their knowledge and understanding in an alternative way
➢ Participating in an alternative environment such as a small group
➢ Differentiating instruction to meet the needs of all students in the classroom

IB teachers will consult with caseload teachers when they are unsure of the best way to modify a task to support a student’s success without changing the core essence of the task.

HSWCHS students should:

➢ Work in conjunction with teachers to meet the goals of their IEP
➢ Strive to participate in MYP units and IB curriculum to the best of their ability with help from general and special education teachers
➢ Use the IB Learner Profile attributes to achieve success in school

Parents/Guardians
HSWCHS parent(s)/guardian(s) should:

➢ Work with mainstream and special education teachers to reinforce learning at home
➢ Attend parent/teacher conferences
➢ Attend IEP/504 meetings

Assessment
Students with an IEP/504 will be assessed according to the modifications and accommodations identified on their plan. When IB teachers are unsure how to modify their approach to assessment, they should consult the student’s caseload teacher. If no modifications to assessment are identified in the IEP/504, the student will be assessed with the same expectations as the rest of the class. Modifications to assessment may include but are not limited to:

➢ Determining the student’s grade based on participation, work completion, effort, or progress towards goals
➢ Use of a modified rubric or other rubric in IBDP or IBCP courses

Professional Development
Professional Development related to IB Standards and Practices, differentiation, and meeting the needs of students who require special services is available to all teachers at HSWCHS.

➢ Special education teachers will be included in school, district-wide, and IB professional development.
➢ All teachers will continue to develop their skills with strategies for supporting the needs of all students.
➢ IB Coordinator will support collaboration between Special Education and IB teachers.
➢ IB Coordinator will maintain a record of HSWCHS educators who have participated in IB trainings and IB-related professional development and make training and professional development available to all teachers.

Revision Policy
The HSWCHS IB Diploma Programme Inclusion Policy will be reviewed by IB teachers, IB coordinator, counselors, administration, and school leadership team members each summer to ensure the document reflects the needs and desires of our school and district.

Communicating the Policy
The policy will be placed on the Hot Springs School District website, HSWCHS Student Handbook, and made available to families at Parent/Teacher Conferences and IB Parent Nights.

References and Resources
Learning Diversity and Inclusion in the IB programmes, IBO, 2016
Learning and Diversity in the International Baccalaureate Programmes: Special Education needs within the International Baccalaureate Programmes, IBO, 2010
Meeting Student learning Diversity in the Classroom, IBO 2013
Pueblo West High School Inclusion Policy
Patrick Henry High School Inclusion Policy
Earl Wooster High School Inclusion Policy

Date Adopted: July 16, 2019

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4.49.HSSD.3 - STUDENT DUE PROCESS

Purpose
To notify students and/or parents or guardians of violations of laws, school rules or district policy and the response, punishment or consequences that will be administered. Notification will be proportionate to the right of the student that will be affected.

Procedure
The principal shall be responsible for handling discipline. For any action not involving suspension or recommended expulsion, the student shall:

A. be advised of the violation
B. be given the opportunity to respond
C. be advised of the punishment or consequences

For any suspension the student or parent shall:

A. be advised of the violation and basis for the accusation
B. be allowed to respond
C. be given written notice of the suspension
D. a reasonable effort to notify the parent or guardian shall be made
E. a parent, guardian or person in loco parentis has the right to appeal any suspension to the Superintendent
F. a conference with the parent, guardian or person in loco parentis may be required
G. the method of notice shall be proportionate to the violation and circumstances

For any recommended expulsion, the student and/or parent shall:

A. be notified in writing of the violation and the basis for the accusation
B. be allowed to respond
C. the parent, guardian, or person in loco parentis shall be notified in writing by the Superintendent. Such notice shall include:
   a. details of the violation
   b. recommended action to be taken
   c. date, time and place of a hearing before the School Board
   d. advise that the student may be represented
   e. advise that witnesses and evidence may be presented
f. advise that witnesses may be cross examined

Legal Reference: A.C.A. 6-18-507

Date Adopted: August 4, 2016

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4.50 - SCHOOL LUNCH SUBSTITUTIONS

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request such a dietary accommodations for their student with a disability must submit to the district’s Director of Child Nutrition a medical statement completed by a State licensed healthcare professional, which includes:

- Physicians, including those licensed by:
  - The Arkansas State Medical Board;
  - The Arkansas State Board of Chiropractic Examiners (Chiropractors);
  - The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

1. A description of the student’s disability that is sufficient to understand how the disability restricts the student’s diet;
2. An explanation of what must be done to accommodate the disability, which may include:
   a. Food(s) to avoid or restrict;
   b. Food(s) to substitute;
   c. Caloric modifications; or
   d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district’s Director of Child Nutrition shall request additional information so that a proper and safe meal can be provided.

When choosing an appropriate approach to accommodate a student’s disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child’s disability and provides equal opportunity to participate in or benefit from the program,
which may include a generic version of a product.

Parents may file a grievance regarding the request for accommodations with the District’s 504 Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

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

Legal References: Commissioner’s Memo FIN-09-044
Commissioner’s Memo FIN-15-122 7 CFR 210.10(g)

Date Adopted: August 4, 2016

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4.50.HSSD.22 - FOOD ALLERGIES

Official Physician's Letter Required for Food Allergies Students who have milk allergies may have a substitution of water, if a current physician's note is on file. No food substitutes will be made without the proper paperwork on file. If the student has a peanut allergy, it is important the school has a physician's letter on file with this information.

Date Adopted: August 4, 2016

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The Hot Springs School District is pleased to announce the district will again participate in the Community Eligibility Provision during the 2019-2020 school year providing meals, regardless of economic status at NO CHARGE for all students. We are happy to serve nutritious meals and encourage your child to take advantage of this opportunity. Providing food that your child enjoys, in a pleasant environment, is our goal.

**Meal Prices**

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4.51 FOOD SERVICE PREPAYMENT

Meal Charges
The District participates in the Community Eligibility Provision during the 2019-2020 school year and provides meals to all students at no charge. The District does not provide credit for students to charge for a la carte or other food and beverage items available for purchase in the school food service areas. A la carte or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for a la carte or other food and beverage items through any of the following methods:

- Submitting cash or check payment to any school cafeteria;
- Depositing funds through the District's online service via My School Bucks at the district website

Date Adopted: July 16, 2019

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4.52 - STUDENTS WHO ARE FOSTER CHILDREN

The District will afford the same services and educational opportunities to foster children that are afforded other children and youth. The District shall work with the Department of Human Services (“DHS”), the Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that the foster child is able to maintain his/her continuity of educational services to the fullest extent that is practical and reasonable.

The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in his/her school of origin, even if a change in the foster child’s placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

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

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

Any course work completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.
If a foster child was enrolled in a District school immediately prior to completing his/her graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma.

Foster Child School Choice If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

The District shall only reject a Foster Child School Choice application if:

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, rules for standards of accreditation, or other applicable rule or regulation;
2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district’s court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

A foster child whose application is rejected by the District may submit a written request within ten (10) days following the receipt of the rejection letter from the superintendent to the State Board of Education for the State Board to reconsider the transfer.
A Foster Child School Choice transfer shall remain in effect until the foster child:

- Graduates from high school; or
- Transfers to another school or school district under:
  - The Foster Child School Choice Act;
  - Opportunity Public School Choice Act of 2004;
  - The Public School Choice Act of 2015; or
  - Any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child’s school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child’s transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

Cross References: 4.1—RESIDENCE REQUIREMENTS
4.2—ENTRANCE REQUIREMENTS
4.5—SCHOOL CHOICE
4.7—ABSENCES

Legal Reference: A.C.A. § 6-18-233
A.C.A. § 9-28-113

Date Adopted: August 4, 2016
Last Revised: July 27, 2017

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4.53 - PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

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

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

Legal Reference: A.C.A. § 6-18-106

Date Adopted: August 4, 2016

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4.54 - STUDENT ACCELERATION

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school Gifted and Talented Program Coordinator who shall convene the individuals necessary to make an informed decision which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented (GT) Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator. The Districts GT Coordinator and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.
A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student’s possible retention or required retaking of a course shall be included with the student’s grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student’s academic success.

At least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student’s independent grade-level-equivalency in reading.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

A. The building principal or designee;
B. The student’s teacher(s);
C. School counselor;
D. A 504/special education representative (if applicable); and
E. The student’s parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree
concerning the student’s placement or receipt of course credit, the final decision shall rest with the principal or the principal’s designee.

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

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

The Superintendent or designee may waive this provision when the student's failure was due to exceptional or extraordinary circumstances.

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

All students must successfully pass all end-of-course (EOC) assessments they are required to take unless exempted by the student’s individualized education program (IEP). To receive academic credit on his/her transcript in a course requiring a student to take a EOC assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her individualized Academic Improvement Plan (AIP), which shall focus on the areas in which the student failed to meet the necessary passing score. Additionally, the lack of credit could jeopardize the student's grade promotion or classification.

To the extent required by the State Board of Education, students in grade eleven (11) and below who do not meet the required score on a college and career readiness measurement shall participate in the remediation activities prescribed in his/her AIP which may include additional opportunities to retake the measurement. Such remediation shall not require the student to pass a subsequent college and career readiness measurement in order to graduate from high school.
Beginning with the 2018-2019 school year, each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

By the end of grade eight (8), the student's SSP shall:

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and include college and career planning components.

Based on a student’s score on the college and career assessment:

- The student’s SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning post secondary preparatory programs.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student’s individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to
meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP or completion of the Alternate Pathway to Graduation when applicable.

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

Cross References: 3.30—PARENT-TEACHER COMMUNICATION
4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS
4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: A.C.A. 6-15-433
A.C.A. § 6-15-2001
A.C.A. § 6-15-2005
A.C.A. § 6-15-2006
A.C.A. § 6-15-2907
A.C.A. § 6-15-2911
A.C.A. § 9-28-205
DESE Rules Governing Public School End-Of-Course Assessments and Remediation Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Date Adopted: August 4, 2016
Last Revised: July 16, 2019
4.55.HSSD.2 - ACADEMIC IMPROVEMENT PLAN POLICY (AIP - GRADES K-12)

Any student failing to achieve at the proficient, (ready), level on the State mandated CRT and for students in Grades K-2 on the State mandated NRT for those grades, that student shall be evaluated by school personnel, who shall jointly develop, with the student’s parents, a student academic improvement plan (AIP) to assist the student in achieving the expected standard. The AIP shall describe the parent’s role and responsibilities as well as the consequences for the student’s failure to participate in the plan which will result in retention or loss of course credit.

Date Adopted: August 4, 2016

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

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

“Field Trips” are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

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

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

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

A student who enrolls in the district and meets the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS shall be eligible to tryout for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing. A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic
activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

ARKANSAS ACTIVITIES ASSOCIATION
In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

Intrascholastic Activities

AAA Governed Activities

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

Non-AAA Governed Activities

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intrascholastic extracurricular activities. Intrascholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: Arkansas Activities Association Handbook
A.C.A. § 6-4-302
A.C.A. § 6-15-2907
A.C.A. § 6-16-151
A.C.A. § 6-18-713
Definitions:
“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

“Field Trips” are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

Extracurricular Eligibility The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments or other similar events accepted with approval of the Principal. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school’s administration, the student’s participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.
Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

A student who enrolls in the district and meets the definition of “eligible child” in Policy 4.2—ENROLLMENT ENTRANCE REQUIREMENTS shall be eligible to tryout for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06
A.C.A. § 6-4-302
A.C.A. § 6-15-2907
A.C.A. § 6-16-151
A.C.A. § 6-18-713
Commissioner's Memo LS-18-015

Date Adopted: August 4, 2016
Last Revised: July 27, 2017

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4.56.2 - EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOMESCHOOLED STUDENTS

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if the superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activities without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

No student shall be required to pay for individual or group instruction in order to
participate in an interscholastic activity.

To be eligible to tryout and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course in the District's school where the student is intending to participate in an interscholastic activity.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

A home-schooled student who is not a resident of the District may begin participating in
interscholastic activities:

A. Immediately upon being approved for participation for all interscholastic activities other than athletic activities; and

B. One (1) calendar year after being approved to participate in interscholastic activities that are athletic activities unless the approval is prior to July 1 of the school year the student would have been enrolled in seventh (7th) grade if the student were enrolled in public school.

A home-schooled student who is not a resident of the District and is prohibited under this policy from participating in an interscholastic activity that is an athletic activity for one (1) calendar year may immediately participate in rehearsals, tryouts, practices, auditions, classes, or other endeavors associated with the interscholastic activity.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A student who withdraws from an Arkansas Activities Association member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOMESCHOOL STUDENTS

Legal References: A.C.A. § 6-15-509
A.C.A. § 6-16-151
A.C.A. § 6-18-232
A.C.A § 6-18-713
Arkansas Activities Association Handbook
Commissioner’s Memo COM-18-009
Commissioner’s Memo LS-18-015
Division of Elementary and Secondary Education Rules Governing Home Schools

Date Adopted: August 4, 2016
Last Revised: July 16, 2019
4.56.2F - HOMESCHOoled STUDENTS’ LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT RESIDENT DISTRICT

Student’s Name (Please Print) ________________________________________________

Parent or Guardian’s Resident Address
Street ___________________________________________ Apartment __________

City ___________________________ State _____ Zip Code __________

Student’s date of birth __/__/__ Last grade level the student completed ______

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education.___________

Name of test, Date taken, and score achieved_______________________________

Extracurricular activity(ies) the student requests to participate in
______________________________________________________________________

Course(s) the student requests to take at the school ________________

Proof of identity ____

Date Submitted __/__/__

Parent’s Signature ________________________________________________________

Date Adopted: August 4, 2016
Last Revised: July 27, 2017

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4.56.2F - HOMESCHOoled STUDENTS’ LETTER OF INTENT TO PARTICIPATE IN AN EXTRACURRICULAR ACTIVITY AT NON-RESIDENT DISTRICT

Student’s Name (Please Print) ___________________________________________

Parent or Guardian’s Resident Address Street
___________________________________________ Apartment _________

City ________________________________ State _____ Zip Code___________

Student’s date of birth __/__/__ Last grade level the student completed ______

Student has demonstrated academic eligibility by obtaining a verifiable minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition, or another nationally recognized norm-referenced test approved by the State Board of Education.___________

Name of test, Date taken, and score achieved______________________________

Extracurricular activity(ies) the student requests to participate in
__________________________________________

Course(s) the student requests to take at the school ________________________

Proof of identity ______

Date Submitted __/__/__

Parent’s Signature _____________________________________________________

As the superintendent of the above student’s resident district, I agree that the above student may participate in extracurricular activities at _____________ School District.

Resident Superintendent’s Signature: __________________________
As the superintendent of the ____________ School district, where the above student desires to participate in extracurricular activities, I agree to allow the student to participate in extracurricular activities at ____________ School District.

Non-resident Superintendent’s Signature: ________________

Date Adopted: July 27, 2017

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4.57 - IMMUNIZATIONS

Definitions
"In process" means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

“Serologic testing” refers to a medical procedure used to determine an individual’s immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

A. Licensed physician;
B. Health department;
C. Military service; or
D. Official record from another educational institution in Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

In order to continue attending classes in the District, the student must have submitted:

1. Proof of immunization showing the student to be fully age appropriately vaccinated;
2. Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student’s next immunization;
3. A copy of a letter from ADH indicating immunity based on serologic testing; and/or
4. A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number above.

Temporary Admittance While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student’s admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.
Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student’s temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion From School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for twenty-one (21) days or longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student’s teacher(s) shall place in the principal’s office a copy of the student’s assignments:

- for the remainder of the week by the end of the initial school day of the student’s exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student’s parent/legal guardian to make sure that the student’s assignments are collected.
Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in “examinations” and the District has no control over administering state mandated make-up assessments outside of the state’s schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

Annually by December 1, the District shall create, maintain, and post to the District’s website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

Cross References: 4.2—ENTRANCE REQUIREMENTS
4.7—ABSENCES
4.8—MAKEUP WORK
4.34—COMMUNICABLE DISEASES AND PARASITES

Legal References: A.C.A. § 6-18-702
DESE Rules Governing Kindergarten Through 12th Grade Immunization Requirements
In Arkansas Public Schools ADH Rules Pertaining to Immunization Requirements

Date Adopted: August 4, 2016
Last Revised: July 16, 2019
**4.58 - FOOD SHARING AND ITS REMOVAL FROM FOOD SERVICE AREA**

**Food Sharing Table**

Option 1: In an effort to reduce wasted food and to provide students access to healthy foods when possible, the District shall have in the district cafeteria a food sharing table located at the end of the service line. Prior to leaving the service line, students may place on or retrieve items from the table, at no additional charge, any of the following:

- Raw whole fruit traditionally eaten without the peel (e.g. bananas and oranges);
- Raw whole fruit traditionally eaten with the peel provided the fruit is wrapped to prevent contamination (e.g. apples and grapes);
- Raw whole vegetables provided the vegetable is wrapped to prevent contamination (e.g. carrot sticks);
  - Milk; and
  - Juice.

Fruit and vegetables to be shared are to be placed into a designated container on the table. Milk and juice to be shared are to be placed in an ice-filled cooler. Milk and juice may not be taken by another student unless the carton is unopened and was completely covered by ice while in the cooler. A student may not return to the table to place an item for sharing after the student has left the service line.

At all times, the sharing table will be under the supervision of the food service staff. Remaining items should be discarded at the end of the meal period, and no item may remain on the table for longer than four (4) hours.

**Removing Food Items From the Food Service Area**

Option B: No student shall remove school provided food items from the food service area at the end of the meal period, especially milk, juice, and other items requiring temperature controlled environments.

Except for food service workers as required by their job duties, District employees may only remove school provided food items from the food service area when required by a 504 plan or a student’s IEP.
Legal References: Commissioner’s Memo FIN 08-076
Commissioner’s Memo FIN 15-052

Date Adopted: August 4, 2016
Last Revised:

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4.58.HSSD.1 - DEFINITIONS

The following definitions shall apply to all student discipline policies, unless specifically defined otherwise, modified or changed in a given policy:

1. District - Hot Springs School District No. 6 of Garland County, Arkansas
2. Board - the Board of Directors of the District
3. Superintendent - the chief administrative officer of the District, and includes designee(s) unless specifically stated otherwise
4. Principal - the chief administrative officer of a school, and includes any designee(s) unless specifically stated otherwise
5. Teacher - any employee of the district required to have a license from the State Board of Education as a condition of employment
6. Employee - any person under contract with the district
7. Administrator - any certified employee in any administrative capacity, including, but not limited to principal, assistant principal, dean of students and supervisory personnel
8. Student - any person enrolled in any school of the district
9. Learning Environments:
   a. Regular classroom or classroom - the room or area of regular instruction to which a student is assigned.
   b. In-house assignments - the room, or other area or setting, outside of the regular classroom, to which a student is assigned for disciplinary, behavioral, or other dysfunctional problems, or reasons, within the school. Guidelines shall be developed by the Superintendent.
   c. Alternative learning environment - the classroom or setting outside the school to which students with discipline, behavioral or other dysfunctional problems are assigned, in order to establish an environment conducive to learning. Guidelines shall be developed by the Superintendent.
10. Suspension - dismissal from school for a period of time not to exceed ten (10) days.
11. Expulsion - dismissal from school for a period of time that exceeds ten (10) days. It can be for a semester, school year, calendar year or permanently.

Date Adopted: August 4, 2016
(RANDOM DRUG TESTING) The board recognizes that chemical abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. The Board is determined to help students by providing another option for them to say “No”. Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of the legal drugs and medications. Procedures to implement this policy shall be established by the Superintendent.

Purpose of a Chemical Abuse Policy

- To allow the students to know that the school is concerned about their total well being. The district is interested in helping students who may be having problems.
- To emphasize concerns for the health of students in areas of safety while they are participating in athletics, as well as the long-term physical and emotional effects of chemical use on their health.
- To assist students to resist the peer pressure that directs them toward the Abuse or misuse of chemical substances.
- To establish standards of conduct for students who are considered leaders and standard bearers among their peers.
- To work cooperatively with parents by assisting them in keeping their children free from mood altering chemicals.
- To provide referrals for students who need evaluation regarding their use of mood-altering chemicals.
- To deter chemical abuse or misuse by students through the use of random drug testing.

Scope
The provisions of this policy apply to all students in grades seven through twelve whose parent/guardian sign the consent form for the chemical screen test, and who are participating in or involved in extracurricular activities. For purposes of this policy, extracurricular activities are defined as any activity, club or organization that involves competition with or interaction with students from another school. Such activities are hereinafter referred to as “activity” or “activities”.

General Provisions
Illegal Drugs are defined as drugs, or the synthetic or generic equivalent or derivative of
drugs, which are illegal under federal, state, or local laws including, but not limited to, marijuana, heroin, hashish, cocaine, hallucinogens, depressants, and stimulants not prescribed for the user. Illegal drugs include steroids and its derivatives or related substances, which are not prescribed by a physician or are prescribed by a physician for uses not authorized by the manufacturer of the drug. Alcohol is defined as ethyl alcohol or any beverage containing ethyl alcohol.

Reasonable Suspicion Provisions The use or possession of illegal drugs or alcohol by a student on property under the control of the District, or prior to entering property controlled by the District, or at a District sponsored event where the illegal drug or alcohol has the possibility of impairing the student is a violation of this policy. The presence of an illegal drug or its metabolites or alcohol in a student’s body is considered possession.

Reasonable suspicion is defined as a reasonable belief by an administrator or other district employee that a student has used, possessed, or sold illegal drugs on District property, or has used illegal drugs off of District property, but is on District property or at a District sponsored event while under the influence of the illegal drugs; or that a student has used or possessed alcohol on District property, or is on District property or at District sponsored event while under the influence of alcohol; or that a student is abusing or misusing prescription medications on District property or at a District sponsored event while under the influence of the prescribed medication.

Examples of reasonable suspicion include, but are not limited to:

- Eyewitness evidence by a District official, administrator, or employee.
- Eyewitness evidence of another person, plus additional evidence.
- Suspicion by an employee of the District that is based upon a reasonable belief and/or reasonably reliable evidence.

Random Testing Provisions The use or possession of illegal drugs during or prior to activities where the illegal drug has the possibility of impairing the participant is a violation of this policy. The presence of an illegal drug and its metabolites in a student’s body is considered possession.

Any student undergoing medical treatment prescribed by a physician that includes the use of a drug or medication capable of affecting the student’s mental or physical
capabilities must notify the appropriate school official at the time of testing. If there is any doubt concerning the effects of the drug or medication, the appropriate school official should be notified. Failure to notify as required herein is a violation of this policy. The penalty for this violation may be the same as initial positive test results under the random testing provisions.

Procedure Consent:
The student and parent or guardian must sign a consent form to be eligible for activities. No participation in activities shall be allowed until the consent form has been properly signed. The consent may be signed at any time, and the student will then become eligible. The consent shall remain valid and in full force and effect from year to year, until withdrawn, in writing, signed by both the student and parent or guardian. Once a consent has been signed, it is subsequently withdrawn the effect will be the same as a final positive test, and the student will become ineligible for activities for one (1) calendar year from the date of withdrawal.

Type of Testing:
The District may require each student participating in activities in grades seven through twelve to provide a urine specimen. Urinalysis will be the method utilized to test for the presence of chemicals in the body. All students selected must show up at a designated location to provide urine samples. In the event a sample results in an invalid test and neither a negative or positive result can be obtained, the student shall be retested until such result is obtained. Selection Process: All students to whom this policy applies shall be tested under the policy one (1) time per school year, at a time to be determined by the administrator of the policy. In addition, students covered under this policy will be subject to random selection for testing. Each student will be assigned a number. Particular days will be selected for testing. Numbers drawn shall equal no less than 5% or more than 20% of the total number of students in activities in grades seven through twelve.

Refusal to Submit to Testing:
Students not consenting to be tested in the random pool are not allowed to participate in activities in any manner. If a student who has consented refuses to be tested if selected, he or she will become ineligible to participate in any covered activity for one (1) calendar year from the date of refusal, the same as if the test were positive.

Use of positive tests: Upon receipt of a positive test result for any student:

1. The superintendent or designee shall notify the student and the custodial
parent/legal guardian.

2. A conference shall be scheduled to explain the results.

3. Counseling/rehabilitation for the student will be strongly recommended, at the expense of the student, parent, or guardian.

4. The student will be placed on probation for twenty days. After twenty days the student will be tested again and a written copy of the results will be given to the superintendent or designee. The twenty (20) day period for probation and retest shall run from the date of the receipt of the test results. If the test is negative, the probation will be lifted. If the test is positive, the student will not be allowed to continue in activities for one calendar year from the date of the initial test. The student cannot participate in any form of activity involving Hot Springs Schools. To regain eligibility for participation in activities for the succeeding calendar year, a student must have a negative Chemical Screening Test. This test must be administered in the same manner as the initial test, and will be at the expense of the student, parent, or guardian.

   Exception: Certain chemicals that take more than twenty days to leave the system will be considered differently if a physician’s written opinion details said residual effects of that particular substance.

Testing Procedure

The Arkansas Express Drug Screening Agency of Hot Springs shall be the agency that will collect and test all urine specimens provided for in this chemical screen test policy, except that retest samples after twenty (20) days may be collected in a manner determined by the Superintendent or designee and are established by the procedures consistent with the remainder of this policy. Further, the Superintendent shall have the discretion and authority to utilize other testing agencies if deemed appropriate under the circumstances.

Analysis of Urine Specimens:

The initial urinalysis method shall be an immunoassay screen. Gas chromatography/mass spectrometry GC/MS shall be conducted on the specimen if the initial test is positive. The student will be allowed to retest at the end of the 20-day probation period. If the result of the GC/MS test is positive, the student shall be considered to have had a positive result. If the GC/MS is negative for the suspected substance or substances, the student shall be considered to have had a negative result.

All test results from the laboratory shall be communicated to the superintendent or designee. To ensure proper testing procedures, United States Department of Health
and Human Services Standards as defined by the National Institute of Drug Abuse certified laboratories will be followed.

All urine specimens will be taken at a designated restroom. Any student who is requested to provide a urine specimen shall be directed to the collection site where the student will complete the necessary form. Students selected as part of the random test will be required to execute an additional consent form.

Procedures for collecting and testing urine samples will be established by the Arkansas Medical Laboratory and will be pursuant to applicable Federal or State law, regulation or guidelines.

Results and Notification
Test results shall be reported to the Superintendent or his/her designee within a specified number of days after the lab’s receipt of the specimens. All reports shall be in writing. All specimens testing negative on the initial test or negative on the confirmation test shall be reported as negative. Only specimens confirmed as positive shall be reported as positive for a specific drug(s).

Testing Due to Reasonable Suspicion
Students who have been identified through the criteria outlined as reasonable suspicion may be tested separately from the times of the random testing. The testing should take place as soon as possible after the determination of reasonable suspicion has been verified. The charge of the testing for those identified will be the responsibility of the district.

Cost of Testing
The District shall pay the costs of initial tests, confirmation tests and retests following probation. As the result of a positive test, the cost of any other test shall be the responsibility of the student, parent and/or guardian.

Records
All records concerning chemical abuse testing shall be maintained by the superintendent or designee in a separate file under lock and key. The records shall not be kept in a student’s regular file. Only the superintendent or designee shall have access to the files. The files on each student shall be destroyed upon graduation or two years after termination of enrollment. A student and the student’s custodial parents/legal guardians may obtain a copy of their chemical abuse testing records upon written request.
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 unit of credit for each three (3) semester hours of college credit, effective with the beginning of the Fall, 2013 semester. Unless approved by the school’s principal, prior to enrolling for the course, the concurrent credit shall be applied toward the student’s graduation requirements as an elective.

A student who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The District’s student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they’ve taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 are to be received by the school within thirty (30) school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. In this event, the student’s eligibility for various activities requiring credit may be jeopardized. Students will retain credit earned through the concurrent credit program which was applied toward a course required for high school graduation from a previously attended, accredited, public school. Any and all costs of higher education courses taken for concurrent credit are the student’s
responsibility.

Legal References: A.C.A. § 6-15-902(c)(2)
Arkansas Department of Education Rules and Regulations: Concurrent College and High School Credit for Students Who Have Completed the Eighth Grade

Date Adopted: May 2013 Date
Revised: August 4, 2016

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4.58.HSSD.6 - GRADING POLICY

Grades assigned to students for performance shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades may also reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks. Any criteria other than those related to educational or academic objectives shall not be utilized.

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

The evaluation of each student’s performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students’ grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grading scale for kindergarten in the district shall be as follows:
Grades will only be entered for the skills taught in a nine week period.

- M = Full control of skill
- P = Inconsistent or some control
- N = Little or no control

The grading scale for first (1st) grade in the district shall be as follows:

- A = Advanced (90-100%)
- P = Proficient (80-89%)
- B = Basic (70-79%)
- BB = Below Basic (69% and below)

The grading scale for all grades two (2) through twelve (12) the district shall be as follows:
A = 100-90
B = 89-80
C = 79-70
D = 69-60
F = 59 and below

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

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

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

Legal References: A.C.A. § 6-15-902
State Board of Education: Standards of Accreditation 12.02 Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools

Date Adopted: February 15, 2011
Last Revised: August 4, 2016

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4.58.HSSD.7 - DISTRICT WIDE GRADING & REPORTING
GUIDELINES & PRACTICES POLICY

In order to help strike an appropriate balance between the Lesson Practice and Activities portion and the Unit and Course/Grade Level Understanding and Performance portion, all Hot Springs School District teachers, as set forth below, should weight all scores collected in their grading process. The weighted balance reflects the district's emphasis on assigning periodic grades.

I. UNIT AND COURSE/GRADE LEVEL UNDERSTANDING AND PERFORMANCE
Grades 3-12 inclusive: NO LESS THAN 70% OF FINAL GRADE
Includes the following:
   A. Unit (chapter) assessments
   B. Unit or major performance tasks-mainly products, performances, and projects (e.g., essays; artwork; visual representations; models; oral presentations; lab experiences; live or recorded performances)
   C. District (course/grade level) Assessments

II. LESSON PRACTICE AND ACTIVITIES
Grades 3-12 inclusive: NO MORE THAN 30% OF FINAL GRADE
Includes the following:
   A. Independent practice on daily work (daily assignments and homework)
   B. Brief progress checks (e.g., small quizzes over one or more lessons; reviews or warm-ups)

Date Adopted: August 4, 2016
4.58.HSSD.8 - REPORT CARDS/STUDENT LED CONFERENCES

PARENT CONFERENCES
Two student/parent/teacher conferences are scheduled each school year. One is during the first semester and another during the second semester. The student should attend the conference with the parent. He/she will be responsible for demonstrating what has been learned. See the school calendar for exact dates. Your child's teacher will gladly arrange other conferences when there is a need. If you have any questions about your child's progress, please call the school for a conference.

REPORT CARDS
Pupils' progress is reported to parents the week after the end of each nine-week reporting period. These dates are on your school calendar. Parents are expected to attend a conference during the first and second semester to receive a report on their child's progress. Interim Reports are administered at 4 1/2 weeks of each 9 week period.

REPORT CARD GRADES
- Academic grades are reported each nine weeks. Semester averages are reported at the end of each semester. Report card grades are an indication of student performance.
- Academic grades, citizenship or conduct, and attendance are reported each Nine weeks.
- Semester averages are reported at the end of each semester.
- Report cards will be issued to students to take home to parent/guardian at the end of each nine weeks.
- Interim progress reports will be issued at the midpoint of each nine week grading period in order to inform both students and parents of good work or deficiencies. Progress reports are required to be signed by the parent/ guardian and returned promptly to the assigning teacher.
- Grades are figured on the following percentage basis:
  90-100 = A • 80-89 = B • 70-79 = C • 60-69 = D • 59 and below = F
- Citizenship or conduct marks are based on the judgment of the individual teacher concerning cooperation, courtesy, fairness, initiative, carefulness, dependability, leadership, and self-confidence:
  1 = Excellent • 2 = Satisfactory • 3 = Unsatisfactory
• Parents are urged to call the school and confer with the counselors, teachers and staff if they have any questions regarding students’ progress. Conferences with teachers are to be scheduled before school, after school, or during teacher’s planning period. Teachers will not be interrupted during class time to attend a parent conference unless there is an emergency situation.

• The final grade for the nine weeks is weighted 70% for assessments and 30% for homework/classwork.

Date Adopted: August 4, 2016

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4.58.HSSD.9 - OUT OF DISTRICT STUDENTS

Out of district students in grades 9-12 may attend district schools for classes not offered in the home district required meeting educational objectives. Approval of the Superintendent shall be required, and admittance may be based upon circumstances, underlying, but not limited to, staff availability and classroom space. All provisions of applicable law shall be adhered to before acceptance for enrollment.

Date Adopted: August 4, 2016

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4.58.HSSD.10 - EARLY GRADUATION

Any student enrolled in the District who has earned the number of credits required for graduation from high school shall be eligible to graduate regardless of the grade level of the student. Such student forfeits all privileges to participate in any school sponsored activity subsequent to the date of early graduation, including but not limited to, prom and athletics. Such students shall, however, be allowed to participate in the graduation ceremony.

Date Adopted: June 26, 2007
Last Revised: August 4, 2016

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4.58.HSSD.11 - TITLE I PARENT INVOLVEMENT

The Hot Springs School District will maximize its efforts to keep parents informed and involved in the Title I Program through the following activities:

A. At the beginning of each school year, parents will be informed of program goals and objectives.
B. Parents will be informed of their right to consult in the design and implementation of the Title I project.
C. Progress reports will be sent to the parents at the end of each nine-week grading period. Conference times will be indicated on reports, if necessary.
D. Parent training will be continued with emphasis on materials and methods to enable parents to assist in the education of their children at home.
E. Parents will be encouraged to participate in the activities of the schools.
F. A survey administered annually to Title I parents soliciting suggestions for program improvement and ways in which the school can work with parents to achieve the program objectives.
G. Each school will determine a parent designee who will assist in coordination of parent activities at that school.
H. The parent designee at each school will work with the Parent Coordinator and Title I Facilitator to solicit volunteer parents to work in classrooms as teacher assistants and to work in other special projects at the school.
I. Parents will be provided with assistance in understanding of National Educational Goals, Performance Standards, and Local Assessments. Title I parents will be given assistance with monitoring student progress and Working with educators to improve their child’s performance.

Date Adopted: August 4, 2016

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4.58.HSSD.12 - TITLE VI, TITLE IX & SECTION 504 - STUDENT GRIEVANCE PROCEDURE

The students of the Hot Springs School District shall be governed by the policies and procedures adopted by the Board of Education of the district. No student shall be denied admission to any curriculum or extracurricular program due to race, gender, ethnic group, or disability. The district will be governed by the requirements of Title VI, Title IX and Section 504. The office of the District Equity Coordinator is located at 400 Linwood Street. Should a student or group of students have a grievance or complaint concerning an assignment or a decision in regards to policy or procedure, based on an alleged violation of Title VI, Title IX, or Section 504, he or she will follow the steps and guidelines provided by the Equity Coordinator.

Date Adopted: August 4, 2016

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The District will affirmatively seek and identify students who have special health needs because of being medically fragile, chronically ill or technology dependent, all as defined by law, regulation, and/or appropriate professionals. Provisions of Section 504 of the Rehabilitation Act of 1973; Individuals with Disabilities Education Act (IDEA), the Americans with Disabilities Act (ADA), and all other applicable state and federal laws and regulations shall be complied with.

The District shall not be responsible for making health related assessments. Assessments made by appropriate medical personnel and provided to the District upon release of medical information signed by the parent/guardian (or student, when applicable) shall be considered in developing a health care plan for a student. Such information may be required by the District.

The District shall assume no responsibility to provide supplies or equipment necessary to provide special health care to a student except as required by any applicable law or regulation. When a student is identified as possibly having special health care needs a committee shall be convened to make a final determination and develop an individual health plan for the student. The committee shall be made up of a parent/guardian, student, (if 18 years of age), a regular classroom teacher, an administrator (or designee), school nurse and any other personnel as appropriate under the circumstances. The health plan shall be developed on an individual basis depending upon the specific requirements of the students. The plan shall include duration and provide for review. Appropriate modifications may be made by the committee when circumstances upon which the initial plan was based change.

It shall be the responsibility of the parent/guardian (student when appropriate) to execute all release of information forms necessary to obtain appropriate information in order to formulate an individual health plan.

All records and information utilized in developing a plan shall remain confidential, except to the extent necessary to develop the plan and implement the plan, and except as provided for in any applicable law or regulation.

The district may, at its discretion, utilize information and procedures contained in the Resource Guide Developing School Policies on Children With Special Health Care Needs in the development and implementation of any individual health plan.
The Superintendent or designee shall develop guidelines and procedures to implement this policy, and shall designate personnel at each school in the District to assume responsibility for implementation of the policy in the individual school, subject to District-wide procedures established.

Date Adopted: August 4, 2016

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4.58.HSSD.14 - WELLNESS POLICY

The health and physical well-being of students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the Board of Directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The Board of Directors is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education (ADE), but with the community and its residents, organizations and agencies. Therefore, the District shall enlist the support of the larger community to find solutions that improve the health and physical activity of our students.

Wellness Committee

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

The SNPAAC shall be made up of Individuals from the following groups to the extent interested persons from each group desire to be included in the
development, implementation, and periodic review of the District’s wellness policy:

- Members of the District’s Board of Directors;
- School administrators;
- School nutrition personnel;
- Teacher organizations;
- Teachers of physical education;
- Parents;
- Students;
- Professional groups (such as nurses);
- School health professionals (such as school nurses, school counselors, and social workers); and
- Community members.

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

The SNPAAC will meet at least quarterly. Meeting dates for the SNPAAC will be placed on the District’s calendar.

School Health Coordinator
To assist the SNPAAC in ensuring that the District fulfills the requirements of this policy, a District level School Health Coordinator (Designated District Official) shall be appointed. In addition, a school level School Health Coordinator shall be appointed who shall be responsible for assisting the District level School Health Coordinator in ensuring that each school fulfills the requirements of this policy.

Goals
In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the District will adhere to the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District, working with the SNPAAC, has established the following goals: Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
1. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
2. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
3. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
4. Not use food or beverages as rewards for academic, classroom, or sports performances;
5. Establish class schedules and bus routes that do not directly or indirectly restrict meal access;
6. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
7. Abide by the current allowable food and beverage portion standards;
8. Meet or exceed the more stringent of Arkansas’ or the U.S. Department of Agriculture’s (USDA) Nutrition Standards for reimbursable meals and a la’ carte foods served in the cafeteria;
9. Restrict access to competitive foods as required by law and Rule;
10. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of competitive foods.
11. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
12. Utilize the School Health Index available from the CDC to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students.

Food and Beverages Outside of the District’s Food Service Programs
The District will insure that drinking water is available without charge to all students throughout the school including, but not limited to, in the District’s food service areas.

All food and beverages sold to students on school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages sold in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.
All food and beverages provided, but not sold, to students on the school campus during the school day by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.); students or student groups; parents or parent groups; or another person, company, or organization associated with the school shall meet the Federal Smart Snacks requirements and Arkansas Nutrition Standards at a minimum. These restrictions include, but are not limited to, food and beverages provided in vending venues (machines, ice chests, cabinets) in school stores or as part of school fundraisers.

Up to a maximum of nine (9) times per school year, school administration may schedule school wide events where food and beverages provided to students are not required to meet the Federal Smart Snacks standards during the scheduled time. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar.

Food and beverages outside of the District’s food service programs may not be sold, served, or provided to students in the District’s food service areas during meal times.

Elementary students shall not have in-school access to vending machines.

The District does not place nutrition restrictions on food or beverages brought from home that are intended for personal consumption only.

Advertising In accordance with the USDA regulations, oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product shall only be permitted on school campus during the school day if they meet or exceed the Federal Smart Snacks standards. This restriction does not apply to: Materials used for educational purposes in the classroom, including, but not limited to:

- The use of advertisements as a media education tool; or
- Designing and implementing the health or nutrition curriculum;
- Clothing, apparel, or other personal items used by students and staff;
- The packaging of products brought from home for personal consumption; and
- Currently existing advertisements on school property, including but not limited to, the exterior of vending machines, posters, menu boards, coolers, trash cans, cups used for beverage dispensing, and other food service
equipment; however, all future contracts and replacement items shall meet the Federal Smart Snacks standards.

Community Engagement
The District will work with the SNPAAC to:

A. Encourage participation in extracurricular programs that support physical activity, such as walk-to-school programs, biking clubs, after-school walking etc.;
B. Encourage the implementation of developmentally appropriate physical activity in after-school childcare programs for participating children;
C. Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games; and
D. Encourage the development of and participation in family-oriented community-based physical activity programs.

The District will annually inform the public:

- Of the web address where the policy is located;
- Of any changes made to this policy since the previous year;
- Of the health and wellness priority goals in the District’s ACSIP;
- That a printed copy of the policy may be picked up at the District’s central office; and
- The amounts and specific sources of funds received and expenditures made from competitive food and beverage contracts.

Assessment of District's Wellness Policy
At least once every three years, with input from the SNPACC, the District shall assess both the District as a whole and individual schools' status in regards to the implementation and compliance of the goals of this policy, including the health and wellness goals in the District’s ACSIP. The assessment shall be based, at least in part, on:

- The extent to which District schools are in compliance with this policy;
- The extent to which this policy compares to other model local school wellness policies;
- The annual reviews of this policy based on modules 1, 2, 3, 4, and 8 of the CDC’s School Health Index; and
- A description of the progress made in attaining the goals of this policy.
On the years the assessment occurs, the assessment results shall be reported to the public, including parents, students, and other members of the community as part of the District’s annual report to the public.

The District will update the wellness policy based on the results from the three (3) year assessment.

District Website
The District will place on its website:

- The name, District phone number, and District email address for the District Level School Health Coordinator;
- The names, district phone numbers, and district email addresses for the School Level School Health Coordinators;
- The names of the members of the SNPAAC;
- Meeting dates for the SNPAAC;
- Information on how community members may get involved with the SNPAAC;
- A copy of this policy;
- A copy of the annual review of this policy based on modules 1, 2, 3, 4, and 8 of the CDC’s School Health Index; and ★ A copy of the most recent three (3) year assessment of this policy.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. As amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))
7 C.F.R. § 210.18
7 C.F.R. § 210.31
A.C.A. § 6-20-709
A.C.A. §§ 20-7-133, 134, and 135
ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index For Age Assessment Protocols Allowable Competitive Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School Commissioner’s Memo CNU-17-010
Commissioner’s Memo CNU-17-013 Commissioner’s Memo CNU-17-016 Nutrition Standards for Arkansas Public Schools
4.58.HSSD.15 - MOMENT OF SILENCE

One minute of silence shall be observed at the beginning of school each school day. A student may, without interfering with or distracting another student, (1) Reflect, (2) Pray, or (3) Engage in a silent activity. The employee in charge of the classroom shall ensure that all students remain silent and do not interfere with or distract another student during the period of silence.

Reference: Arkansas Code 6-10-115 (Act 576 of 2013)

Adopted: May 2013 Last Revised: August 4, 2016

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4.58.HSSD.16 - ACADEMIC INTEGRITY & CHEATING POLICY

All students of Hot Springs School District are expected to abide by ethical academic standards. Academic dishonesty, including, but not limited to, plagiarism, cheating or copying the work of another, using technology for illicit purposes, or any unauthorized communication between students for the purpose of gaining advantage during an examination or any other academic assignment, is strictly prohibited. This policy covers all school related tests, quizzes, reports, class assignments and projects, both in and out of class.

The determination that a student has engaged in academic dishonesty shall be based on specific evidence provided by the classroom teacher or other supervising professional employee, and will be based on the circumstances of the individual case. Teachers, appropriate professional staff, and building administrators are responsible for monitoring academic product, detecting academic dishonesty and cheating, and administering penalties.

Upon learning a student has committed a form of academic dishonesty, the teacher shall timely notify the student and the parent or guardian of the minor student and the building principal or designee. Penalties for academic dishonesty shall be assessed by the teacher, under the direction and advice of the building principal or designee, and may include the following action:

- Designation of an “F”, zero, or no credit for the academic product involved.
- The opportunity to make up the assignment or retake a quiz, test, or exam, at the discretion of the teacher.
- A negative effect on any academic honors.
- Subsequent violations of this policy, regardless of the class involved, may result in additional and more severe penalties, including suspension and loss of credit for the course or courses involved.

In the event any other policy of the district or school is violated along with this policy, such other policies of the district may also be enforced and consequences imposed as appropriate.

Date Adopted: February 17, 2009
Last Revised: August 4, 2016
Understanding and Promoting Academic Honesty
Academic honesty and integrity are the foundation of any educational institution. The International Baccalaureate upholds principles of academic honesty, which are seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. Promoting Academic Honesty is essential to learning because the lack of academic integrity undermines the philosophy of any educational program. Students engaging in academic misconduct miss the “learning opportunity”.

Hot Springs World Class High School’s academic honesty practices are based on the following attributes of the IB Learner Profile:

**Thinkers** - We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Principled** - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of other individual, groups and communities. We take responsibility for their own actions and the consequences that accompany them.

**Reflective** - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The principles of academic honesty are communicated within the school community via the processes described to all relevant stakeholders:

- IB Coordinator provides documentation to the IB teachers with regard to principles and practices of academic honesty as defined by the International Baccalaureate Diploma Programme.
- In September, the IB Coordinator holds a IB parent night to discuss the importance of academic honesty with both the junior and senior year students and parents.
- Students and parents are given a copy of the HSWCHS Academic Honesty policy and sign stating they understand the policy and consequences of Academic Malpractice.
➢ Academic Honesty Policy will be posted on the Hot Springs School District website and in the HSWCHS Student Handbook. Students and parents are encouraged to familiarize themselves with integrity and academic honesty in all forms of assessment.

➢ Hot Springs World Class High School staff explicitly teaches and reteaches the importance of academic honesty as well as the knowledge and skills necessary for students to ensure their work is academically honest and authentically produced. This is done in all subjects to ensure that students view academic honesty as a value and an expectation while also understanding the differences that may exist between subject areas as it relates to proper citation and referencing sources.

Academic honesty is reflected in all assessment within each of the IB courses, Theory of Knowledge (TOK), Extended Essay (EE), Creativity, Action, Service (CAS) and state curriculum. Examples of forms of assessments include, but are not limited to, the following:
➢ In-class and take home assignments
➢ All homework
➢ Quizzes, tests and exams
➢ All written and oral work
➢ Lab work and write-ups
➢ CAS activities, reflection and documentation
➢ EE and ToK essays
➢ All IB Internal and External Assessments
➢ IBCP Reflective Project

**Malpractice**
“The IBO regulations define malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.”
Malpractice includes:
➢ **Plagiarism**: this is defined as the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
➢ **Collusion**: this is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another
➢ **Duplication of work**: this is defined as the presentation of the same work for different assessment components and/or diploma requirements

➢ **Paraphrasing**: this is defined as the restatement of someone’s work in another form. In order for it to be allowed, the source needs to be acknowledged

➢ **Fabrication of data**: this is defined as manufacturing data for an experiment and for mathematical exploration/project

➢ **Disregarding the IBDP Examination Code of Conduct**: this is defined as an infraction or disregard of guidelines as established by the IBO with respect to examination conduct

➢ **Disclosing information** to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination

**Examples of Malpractice**

➢ Submitting to IBO someone else's work
➢ Copying the work of another candidate
➢ Allowing a peer to copy your work
➢ Not acknowledging sources
➢ Asking another person to write your work
➢ Falsifying data used in an assignment
➢ Using white font to increase word count
➢ Falsifying CAS records and journals
➢ Stealing examination material and/or exam papers
➢ Bringing unauthorized material into the examining room. Examples: notes, unauthorised software on a graphing calculator, cell phones
➢ Disrupting behaviour during exams
➢ Impersonating another candidate

**Academic Honesty requires commitment and involvement by all stakeholders at HSWCHS**

**Responsibilities of the Hot Springs World Class Student**: HSWCHS students are “ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged”. Students are also expected to submit all work according to school-established due dates, which are often based on IB-established deadlines, as doing so allows for any necessary revision of work should authenticity of the work be questionable.
Student responsibilities include:

**Knowing:**

➢ What academic honesty and authentic academic work is and why it matters.
➢ What academic misconduct is and why it matters.
➢ “that intellectual and creative expression must be respected and are normally protected by law”
➢ The difference between collaboration and collusion.
➢ That claiming the work of another as one’s one is academic misconduct, whether the claim was intentional or unintentional.
➢ That the responsibility for producing and submitting authentic academic work ultimately rests on the student.

**Doing:**

➢ Give credit to the information and works of others used in the creation and completion of all scholarly work. This includes:
  ○ Being careful when using ideas and influences from the artistic world;
  ○ Knowing how to cite different kinds of sources including websites;
  ○ Producing original work. Making the majority of your work your own with sources that support your ideas and understanding that citing others’ works is not producing original work;
  ○ Translating from one language to another language.
➢ Rely on yourself to complete the best work that you can or are able to.
➢ Allow others to do their own work.
➢ Complete work according to the deadlines set by your instructor to allow time for instructor feedback and revisions, to make sure all work is authentic, to properly acknowledge and follow the guidelines of the Academic Honesty Policy.
➢ When in doubt, cite your sources.
➢ Follow all instructions given by an examination invigilator
➢ Comply with all requirements and expectations involving assessment completion.
➢ Sign any and all required declarations of authentic work and/or IB cover sheets, confirming authenticity of work.
Role of the Hot Springs World Class Families: At HSWCHS, we recognize the critical role family members play in the education of our scholars. Partnering with our families helps our students do their very best to meet and exceed the expectations we have. As in all areas of education, this is also true for academic integrity. Family members of HSWCHS students can support academic honesty in a variety of ways and are welcomed to ask questions of HSWCHS staff to deepen their understanding of how to support academic honesty when it comes to their student’s education.

How Hot Springs World Class families can help:
- Work to have an understanding of what academic honesty and misconduct is.
- Support your scholar in balancing school, work, and play.
- Discuss course assignments and assessments with your scholar to understand the academic standards and expectations to which they are held.
- Ask HSWCHS staff when questions arise.
- Understand potential consequences for engaging in academic misconduct.
- Model academic honesty and integrity.

Ideas for Hot Springs World Class families:
- Talk to your scholar about the work they are doing in their classes.
- Review your scholar’s academic work with your scholar. Ask questions about your scholar’s process for creating and revising their work.
- Below are some ways for engaging your scholar in discussions about academic honesty
  - Help your scholar connect the dots in their work by asking them to make a claim, provide facts to support their claim and analyze the facts to show the relationship between their claim and the facts that support it
  - Help your scholar understand the difference between direct quotations (word-for-word from a source) and paraphrasing (summarizing the words, ideas or arguments of a source) and help them properly cite each.
  - Ask your student to explain how they created and revised with their work. If they can’t tell you, it may be someone else’s work.
  - If your scholar is working with others on a group project, ask them what they contributed to the project, what is their own authentic work and what they learned from completing the project.
  - If the product isn’t the student’s own work, ask why they are using someone else’s work. Seek to understand the reason behind the misconduct. This may help you advocate for your scholar to resubmit an assignment or do an alternative assignment.
Role of the Hot Springs World Class Teachers:
Each teacher supports academic honesty in many ways. Each teacher has an academic honesty policy, aligned to the school policy, within their course syllabus and takes care to adhere to that policy throughout the school year. Moreover, a variety of instructional and assessment strategies are employed to uphold the highest standards of academic integrity.

To support academic honesty, Hot Springs World Class teachers:
➢ Know, support and enforce the HSWCHS Academic Honesty Policy.
➢ Model the knowledge, skills and practices of academically honest and authentic scholarship to students and families.
   ○ Explicitly teach and reteach
      ■ the importance of academic honesty as a value and an expectation in the classroom and at Hot Springs World Class High School.
      ■ the conceptual knowledge and the practical skills students need to know and apply to ensure all academic honesty is at the center of all scholarship of all HSWCHS students.
      ■ how to effectively use and acknowledge the words, ideas, arguments, images and other intellectual content of others through proper citations and references via a standardized method such as MLA.
➢ Use instructional strategies, assessments and technological tools to ensure that student work is authentically their own.
➢ Create plagiarism-proof assignments and assessments for each course taught.
➢ Provide multiple opportunities for practicing and using the conceptual knowledge and practical skills necessary for academically honest and authentic scholarship
➢ Ensure students understand discipline-specific requirements for producing academically authentic work and acknowledging the work of others.
➢ Support students as they engage in specific IB internal and external assessments according to IB principles and subject guides.
➢ Hold students accountable for authentically producing academic work
➢ Confirm, to the best of their knowledge, the authenticity of all work submitted by students.

When academic misconduct occurs, Hot Springs World Class teachers:
➢ Approach the situation with care, seriousness and concern for confidentiality.
➢ Discuss concerns involving authenticity of work directly with the student.
➢ Seek to understand the reasons for misconduct (unintended or intended).
➢ Inform family members of instances of suspected academic misconduct, asking for support and assistance in addressing the matter as appropriate.
➢ Report to HSWCHS IB Coordinator and administration any instances of academic misconduct suspected within the classroom or involving course assessments, asking for support and assistance in addressing the matter as appropriate.
➢ Work with HSWCHS IB Coordinator and administration to establish appropriate opportunity for redress.

Roles of Hot Springs World Class High School Leadership:
HSWCS leadership views academic honesty as an essential component of our school’s culture and learning environment. As an IB World School, HSWCHS leaders and administrators work to instill academic honesty as both a value and an expectation from the first day of the school year to a student’s walk across the stage at graduation and every day in between. Together, staff, administration and students work to develop and maintain a school culture in which academic honesty is at the center of all scholarship.

Hot Springs World Class High School leadership ensures that:
➢ All students, staff and families have a clear and shared understanding of what academic honesty is and why it is both a HSWCHS value and expectation.
➢ All students know how to engage in academic work authentically, including how to properly acknowledging sources when used in the creation of their own academic work.
➢ HSWCHS staff share a common understanding of academic honesty and academic misconduct that includes how to teach and reteach knowledge and skills that support academic honesty and how to report instances of academic misconduct.
➢ Professional development opportunities are provided to staff on a regular basis to support these efforts.
➢ Students and families new to HSWCHS are informed of expectations regarding authentic academic engagement as part of the registration process.
➢ All students and families receive a copy of the general regulations of the IB Career-related Programme and/or Diploma Programme as well as any policies specific to other academic programs provided at HSWCHS.
➢ Reports of academic misconduct are investigated and addressed in a timely manner.
➢ Students have the opportunity to:
  o restore the relationship with their learning community as appropriate when academic misconduct occurs.
  o ensure their understanding of the conceptual knowledge and practical skills of producing academically honest work
Consequences of Malpractice
If a student is suspected to have engaged in cheating, collusion or plagiarism, and violated HSWCHS standards of academic integrity and policy the following actions will be taken:

➢ The student will receive a “0” on the assignment and a parent/guardian and the IB Coordinator will be notified. A description of the malpractice will be placed in the student’s IB file. The student has the right to reply to the allegation and discuss the matter with the IB Coordinators or Administration.

➢ If the malpractice occurs on a Internal Assessment, EE, TOK, CAS or CP Reflective Project, the students work will be not be accepted and the student will receive a "0" for the assignment. If time permits before the school’s internal deadline for this work, the student will be allowed one chance to re-submit another piece of work in its place. If there is insufficient time for the student to produce new work, he or she will not receive a grade for that assessment and will not receive an IB Diploma or IBCP certificate. It is the responsibility of the IB coordinator to report malpractice to the the IBO when a breach occurs during internally assessed work. If the IBO decides that academic malpractice has been established, no grade will be awarded in the subject concerned; however, course results will be awarded for other subjects if no malpractice has occurred in those subject area.

➢ Should a student be found guilty of academic malpractice related to an IB assessment in the first year of a two-year IB class (e.g. World Literature paper completed in grade 11 has been plagiarized), the student will receive a zero on the assessment insofar as the course grade is concerned. The decision to enroll the student in the second year of the course will be decided following a conference among the concerned partners, the student, the parent or guardian, the teacher, the IB Coordinator, and a school administrator.

➢ If a student commits academic malpractice on a IB course requirement in the second year of a two-year IB class, the student will receive a zero on the assessment, and will not be permitted to take the related IB assessments scheduled for that course. However, the student may, if he/she wishes, remain in the course for the remainder of the year. Nevertheless, “weighted” credit for both years of the course must be removed based on Arkansas law governing the receipt for “weighted” credit.
Revision Policy
The HSWCHS IB Diploma Programme Academic Honesty Policy will be reviewed by IB teachers, IB Coordinator, Administration, and School Leadership team members each summer to ensure the document reflects the needs and desires of our school and district.

Communicating the policy
The policy will be placed on the Hot Springs School District website, HSWCHS Student Handbook, and made available to families at Parent/Teacher Conferences and IB Parent Nights.

References and Resources
Academic Honesty, IBO, 2009
Academic Honesty in the International Context, General Regulations: Diploma Program, IBO, 2014
Handbook of Procedures for the Diploma Program, IBO 2013
American School of Milan Academic Honesty Policy
Patrick Henry High School Academic Honesty Policy
Earl Wooster High School Academic Honest

Date Adopted: July 16, 2019

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4.58.HSSD.17 - LANGUAGE POLICY FOR HOT SPRINGS SCHOOL DISTRICT

It is the responsibility of the Hot Springs School District to encourage not only English language proficiency for every student and to provide its students with the opportunity to learn a new language, but also to support the retention of native languages and cultures among non-native speakers of English. As authorized by International Baccalaureate Organization, the Park Elementary School, Hot Springs Intermediate School, Hot Springs Middle School, and Hot Springs World Class High School all have a particular interest in the establishment of this policy since each school is required to provide second language instruction for its students.

This Language Policy for the school district has been developed with the above-mentioned goals in mind. (IBO defines Language A as the student’s first/best language; Language Acquisition refers to the student’s second language, which is taught in school.) Bilingual students operate with English as their Language A because of the state requirement for all students to take English throughout their school career.

Most students in the Hot Springs School District fall into one of three categories:

A. Native English speakers
B. Bilingual speakers of Spanish and English
C. English Language Learners (ELL); of these more than 95% speak Spanish as their first language.

The following Language Policy has been adopted by the Hot Spring School District with these factors in mind:

A. Native English speakers are to be enrolled in a second language (Language Acquisition class) throughout the PYP and MYP Programs with minimal exceptions. As of 2016, the Hot Springs School District makes the following offerings:
   a. PYP program at Park School offers conversational Spanish to all students in grades K4. These students must have 50 hours of instruction per year in a second language.
   b. The Intermediate School (MYP Levels 0-1) offers Spanish, French, and Mandarin Chinese to all 5th and 6th grade students, who must
also have 50 hours per year in a second language.

c. The Middle School (MYP Levels 2-3) offers Spanish, French, and Mandarin Chinese to students in grades 7 and 8. Only students taking Spanish have the option of earning credit for Spanish I, a high school course.

d. Students at Hot Springs World Class High School may enroll in Spanish, French, or Mandarin Chinese for two years. All three languages are offered at MYP Levels 4-5 (grades 9-10); IB Spanish III and IV and IB French III and IV are also offered.

e. Native speakers who have 504 plans or IEP’s may not be enrolled in a second language course based on qualifying conditions.

f. Students who choose Mandarin Chinese in grades 9-10 may NOT be eligible for the IB Diploma because four years of Mandarin Chinese is not offered.

g. In most cases, students must continue studying the same language from the time of their enrollment in a Language Acquisition course.

B. Bilingual students who are proficient in both Spanish and English will be enrolled in both Spanish and English. During whatever grade that either Mandarin Chinese or French becomes available to the student, he/she may be enrolled in that Language Acquisition course.

C. ELL students will not be required to take a third language since English is their Language Acquisition class. Spanish speaking students may, however, be enrolled in Spanish in grades 9-10 in addition to being enrolled in English classes. This will enable them to learn the basic rules of formal Spanish and the skills associated with writing in their native language, a skill that many of these students have not mastered. They will be strongly encouraged to enroll in Spanish III and IV in grades 11-12, or if their English language skills have progressed to the level of proficiency, they will be offered the opportunity to take a third language, either French or Chinese if they so desire.

Date Adopted: August 4, 2016
Last Revised: November 15, 2016

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Philosophy
Hot Springs World Class High School provides a positive climate in which all students, regardless of native language, have the opportunity to acquire a quality education, develop marketable skills, and enhance personal development. To this end the HSWCHS encourages not only proficiency in English but also fully supports the development of a student’s first language and/or the acquisition of other languages.

Authorized as an IB World School first in 2004, Hot Springs World Class High School (HSWCHS) International Baccalaureate Middle Years, Diploma, and Career Programmes offer a rich academic program of study aligned with our school’s mission statement as well as the mission statement of the International Baccalaureate Organization. Central to the education of our learners is the language(s) through which they learn, achieve, and explore their acquired knowledge and skills in the world around them. Additionally, we recognize language development as a critical component not only in the education of our students but also in the development of our students as critical thinkers, risk-takers, inquirers open-minded, principled, and reflective global citizens. Finally, in our increasingly interdependent world, acquisition of knowledge and skills in more than one language is of vital importance. With these tenets in mind, we view language development as the shared responsibility of our students, families and teachers in each content area.

The ability to communicate in more than one language facilitates an individual’s movement beyond the first language and home culture, increases awareness of the world, and ultimately enables students to participate more fully as an international citizen. The learning process involves learning language(s), learning about language(s), and learning through language(s). Students learn about language and through language to foster knowledge, understanding, sensitivity, and appreciation of cultures, values, and traditions.

Core Values
International Education
Hot Springs World Class High School introduces the students to the world’s cultural heritage through a rigorous curriculum, international in its approach to people,
knowledge, values, and skills. Commitment to intensive language learning is fundamental to the program.

**Global Citizen**
Hot Springs World Class High School believes that global citizenship requires engagement with diverse cultural perspectives. The school strives to instill in students a commitment to active service and a sense of responsibility for local, national, and world communities.

**Individual Integrity**
Hot Springs World Class High School encourages self-discovery and self-expression that values honesty and civility among all members of the community.

**Language of Instruction at Hot Springs World Class High School**
English is the language of instruction at HSWCHS. All subject areas, except Group 2 Language B, are instructed in English. Arkansas State Department of Education requires that our students successfully complete four credits of English language instruction. Students are also required to take the ACT Aspire in English, math, reading, science and writing in their ninth and tenth grade, and the ACT test is administered in the eleventh grade. Curriculum and instruction in English language development is supported through professional development for all staff at the site and district level.

**World Languages (Language B/Language acquisition) offered at Hot Springs World Class High School:** HSWCHS offers two world languages, Spanish and French, to students in the IBDP/IBCP Programme. All students enrolled in an IB Programme are required to engage in the instruction of one of our world languages. Both Spanish and French are aligned with the languages offered at our feeder elementary (Park Magnet School, IB PYP/MYP school, and Junior Academy an IB MYP school). Students are strongly encouraged to continue studying the world language they studied during their PYP and MYP education. In some cases, students are allowed to begin a new world language when they arrive at HSWCHS. To be prepared for International Baccalaureate examinations, students must reach a minimum of four years of instruction in a world language for standard level examination.

Hot Springs World Class High School additionally offers Ab Initio Standard Level examinations on an “as-needed” basis for both world languages. Ab Initio Standard Level examinations are reserved for students who, based on their circumstances, were unable to engage in world language instruction beginning no later than their tenth grade year. This examination requires three years of instruction in the world language,
beginning in the tenth grade, and is generally reserved for students who are IB Diploma Candidates. IBCP students will continue their World Language during their junior and senior years through the development of a Language Development Portfolio.

Language Development Support Offered At Hot Springs World Class High School
First and foremost, all teachers in the HSWCHS International Baccalaureate Programmes are language teachers. Listening, speaking, reading and writing skills are developed in each IB course through a wide variety of learning experiences and assessments. While the language of instruction at Hot Springs World Class High School is English, HSWCHS is home to learners who speak many different languages in their home environments. The official language of the United States and the state of Arkansas is English with ninety-five percent of residents speaking English as their mother tongue. Of the five percent who are non-English speakers, approximately ninety-five percent of the population’s mother tongue is Spanish with less than one percent whose mother tongue is Vietnamese. English, Spanish and Vietnamese are the three most common mother tongues at HSWCHS.

HSWCHS IB Diploma Programme staff recognizes the importance of our students successfully employing a variety of language paradigms as they engage in their education. In addition to strengthening their standard academic English skills, students must learn and effectively utilize the language of the International Baccalaureate Standards, Practices and Assessment Descriptors.

All students benefit from language development found in their academic courses, aided by their content instructors. Language development support can be found in each classroom through incorporated Arkansas English Language Proficiency Standards. Formative assessments are designed not only around evaluating the acquisition of content knowledge and skills but also around engaging students in regular use of Standard Academic English. The instruction, reflection and assessment of content knowledge and skills lead to summative assessments that are regularly reviewed with alignment to the language of instruction and the language of the IB standards, practices and assessment descriptors.

To further support our diverse student population in engaging and achieving in the HSWCHS International Baccalaureate Diploma Programme, additional supports are available to our students and families, as follows:

➢ HSWCHS offers English Language Development (ELD) courses for students who qualify for these services. This course serves students with a wide range of
English language skills and builds their Cognitive Academic Language Proficiency for greater success in mainstream academic courses.

➢ HSWCHS offers content area classes with integrated language support. Each classroom teacher is trained with knowledge of embedding the Arkansas English Language Proficiency Standards and has working knowledge on scaffolding techniques to support all types of language learning.

➢ All teachers have access to Ellevation a computer based portal that is used to better serve English Learners by supporting student data analysis, reporting, collaboration and instruction. Ellevation provides teachers with the following:
  ○ Aggregate all EL student data in one place, securely accessible from anywhere
  ○ Streamline time-intensive compliance processes
  ○ Record key programing and instructional decisions about ELs and former ELs, and disseminate that information to the student’s team through digital and printable reports
  ○ Support better decision-making with standard and custom reporting
  ○ Generate parental notification letters in 34 different languages with a single click

➢ ESOL Facilitator provides support to our staff on a regular basis to support English language development from a variety of perspectives including but not limited to:
  ○ English language skill assessment and consultation for appropriate course placement
  ○ Professional development facilitation to strengthen instructional strategies used by mainstream teachers in differentiating instruction for our English Learners;
  ○ Curriculum support and development to engage our English Learners.

Communication with Non-English Speaking Parents and Guardians
HSWCHS recognizes the value of effective and timely communication with parents and works to foster such communication. Our school and district have a wide variety of community liaisons and support services for parents, including:

➢ On-site translation support in Spanish, French and Vietnamese
➢ Support for EL students in Spanish and French
➢ On-site family liaison who acts as a bridge between HSWCHS and the families of other mother tongues and provides resources to families in need
Revision Policy
The HSWCHS IB Diploma Programme Language Policy will be reviewed by IB teachers, IB coordinator, counselors, administration, ESOL facilitators and school leadership team members each summer to ensure the document reflects the needs and desires of our school and district.

Communicating the policy
The policy will be placed on the Hot Springs School District website, HSWCHS Student Handbook, and made available to families at Parent/Teacher Conferences and IB Parent Nights.

Resources and References
Guidelines for Developing a School Language Policy
Towards a continuum of international mindedness, p 25-7"Learning in a language other than a mother tongue in IB Programmes" and "Developing a school language policy" sections
The Diploma Programme: From Principles into Practice, p 22 “Language options and language support” section.
Learning in a language other than mother tongue in IB Programmes
Language and Learning in IB Programmes
Holy Heart of Mary High School Language Policy
Andrew Hill High School Language Policy
Earl Wooster High School Language Policy

Date Adopted: July 16, 2019
Language Credit in Middle School Spanish I is presently the only Language Acquisition course authorized at the Middle School for high school credit by the Arkansas Department of Education.

Students can earn one unit of Spanish I under the following conditions:

1. The student must pass both semesters of the course and also pass the same second semester exam in Spanish I that is given to the high school students who take Spanish I. (The same textbook is used in both schools.)
2. The teacher of Spanish I at the high school must provide students at the Middle School with an identical copy of the study guide that is provided to high school students.

Data indicate that Middle School 8th grade students who have a grade lower than B for the second semester of Spanish I and who fail to make 75% or better on the exam are very rarely successful when they enroll in Spanish II. For this reason, the high school Spanish teacher may recommend that a student repeat Spanish I even if he/she has met the requirements for receiving credit in Spanish I. (It is here that the recommendations of the Middle School Spanish teacher will be taken into serious consideration.)

The following options are available to students who take Spanish I for credit at the Middle School.

1. The student who passes both semesters of Spanish with a grade of C or better and passes the final exam with a grade above 80% has the option of accepting the credit. (Students who earn the Spanish I credit in Middle School are required to take Spanish II and Spanish III in grades 9 and 10.) However, the student may refuse to accept the credit and enroll in Spanish I in grade 9.
2. Students who do not meet these criteria will be strongly urged to retake Spanish I for credit in grade.
Philosophy and Principles The Hot Springs School District’s (HSSD) education mission, philosophy, and principles concur and work in tandem with International Baccalaureate (IB) principles to educate the student as a whole person, consistent with their ability and potential to be productive citizens in a democratic and diverse society.

Instructional programs and practices are implemented which enable students to meet established standards of achievement and foster lifelong learning. State and federal guidelines for student achievement are met through an instructional climate reflecting dignity and respect.

The preeminent goal of assessment at HSSD is to support and encourage student learning at all levels. In keeping with the district’s assessment principles and the spirit of the IB program(s), assessment is geared toward improving, rather than simply documenting student performance. Criterion related assessments are used to identify a student’s strengths and weaknesses and to judge the effectiveness of both teaching and learning processes. This measures student achievement against specified subject criteria rather than against other individuals in the class.

Assessment is an important part of the learning process and should not be seen as distinct from, or outside of, other learning experiences. An ongoing partnership between students and teachers enables students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments.

All HSSD IB schools will adhere to the guiding principles of the IB programs while simultaneously preparing for and fulfilling state and federal mandated assessment responsibilities. Hot Springs School District schools have a responsibility to frequently advise parents of student achievement. An eSchool Data system utilizing IB Programme reporting and assessment principles will chronicle and report the assessment data. Employing an electronic reporting system allows students and parents to track progress in a timely manner.

The Programs The Hot Springs School District offers four International Baccalaureate (IB) programs from elementary (Primary Years Program, PYP) through intermediate
school and middle school (Middle Years Program, MYP), and senior high school (both the MYP, Diploma Program, DP, and Career-related Programs, CP). These programs present students the opportunity to engage in a learning environment with a set of clearly defined attributes which describe the whole person as a lifelong learner and forms the foundation of all three IB programs. Through the Learner Profile, IB aims to develop learners who are Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced and Reflective.

Assessment Practices Assessments at each school align with the IB requirements through the use of prescribed assessment criteria in each grade level and subject group. The objectives and process of any assessment should be clearly explained to the student.

A balance of formative and summative assessments is expected in order to appeal to the range of diverse learning styles and grade-specific subject objectives. Teachers will use multiple forms of formative assessment to inform students of their learning and progress. They will use summative assessments to determine whether students have met learning goals or outcomes at the end of a course of study.

Formative assessments should always be used to develop background knowledge and skills needed for summative assessments, as well as assignments. Effective formative assessment is part of the instructional process and should provide the necessary information and timely opportunities for students to make managed errors and learn from their mistakes. They should also provide opportune data for teachers to adjust or customize teaching strategies.

Summative assessments are a teacher’s final opportunity to assess the summation learning before moving on to new topics or skills. These formal assessments take place at the end of the teaching and learning process to assess a student’s knowledge and understanding, and are usually criterion based using a fixed set of standards.

Assessment rubrics will be developed and applied to all summative assessment tasks. These rubrics should link the Assessment Criteria’s level of achievement descriptors with task-specific clarifications.

A variety of strategies and tools should be used in assessments to accomplish the learning process. They should include real-world experiences and/or applications, but they should not be limited to rubrics, checklists, or anecdotal records. Examples of this would include observations, performance assessments, extended response
items, oral and visual presentations, and portfolios.

IB teachers must follow IB guidelines concerning minimum assessment needs. It should be the collaborative decision of the subject area teacher-team to set an assessment activity and grading rubric criteria.

Nine-Weeks and semester grades will take into account the summative learning shown by the student in preference to the formative learning they showed along the way. Summative nine weeks and semester grades are not an average of all assignments, but an indication of the level the student has attained and sustained.

Student achievement results will be formally reported to parents and students using the district report card each semester. These reports will clearly depict the student’s grades and academic achievement in each class or course. Interim nine-week report cards will be sent home four times each year and will indicate current academic performance in each class or course. Informal reporting will occur throughout the academic year.

Approaches to Learning objectives are assessed and reported separately from the achievement of other learning expectations, unless they have been specifically articulated in the learning expectations of the course or subject. It is the shared responsibility of teachers to help students develop the range of their abilities, positive attitudes, and effective habits of mind.

Homework is considered an integral part of the learning process, but it is unsupervised by a teacher and therefore an unreliable assessment tool. It can provide an opportunity for practice, review, reinforcement, completion, preparation, make-up and enrichment. It shall only be used to supplement, complement, or reinforce teaching and learning. The utilization of homework is discretionary with teachers who should take into consideration a student’s entire schedule. The age and ability of the student and other applicable circumstances should enter into the teacher’s discretionary judgment when assigning homework.

Supplemental Assessments
A teacher-driven pre-assessment takes place at the beginning of instruction to find out what students know in order to plan the next stage of learning.

Student self-assessment should be interwoven throughout the daily learning to engage students in reflection and assessment on their own learning. The students are given
adequate time to reflect on their progress in all subject areas, including the attributes expressed in the learner profile words. Peer evaluation mediated by the teacher should be used to help the student become a better judge of their own performance, and to help them develop a sense of what constitutes excellence, and where their own work stands in relation to that understanding.

Portfolio assessment may be used in the form of a “process portfolio” or a “product portfolio.”

- A process portfolio documents the stages of learning and provides a progressive record of student growth. Teachers use process portfolios to help students identify learning goals, document progress over time, and demonstrate learning mastery.
- A product portfolio demonstrates mastery of a learning task or a set of learning objectives and contains only the best work. Teachers document the stages that students go through as they learn and progress.

IB Primary Years Program and Middle Years Program The Primary Years Program (PYP) and Middle Years Program (MYP) assessment is internal. IB provides internationally benchmarked objectives and assessment criteria for each subject. HSSD teachers will develop tasks and strategies in alignment with the IB and state standards to help their students reach the appropriate objectives. Interim objectives and modified assessment criteria are used for each particular stage of learning throughout each program.

There are no externally set examinations or other assessments provided by PYP or MYP. IB will periodically monitor the PYP and MYP internal assessments.

The MYP assessment model is criterion-related, meaning that each student’s success in reaching the objective of each subject group is measured by relating his/her work to predetermined criteria. MYP assessment aims to support student learning by providing feedback on the learning process. It aims to identify what students understand at different stages in the learning process. Teachers and students are continuously, actively engaged in assessing student progress.

Additionally, MYP assessment also plays a significant role in the development of approaches to learning (ATL) skills – the process of metacognition should enable students to arrive at an enhanced understanding of their strengths and limitations. To support ATL skills, the program stress the importance of both student and teacher
self-assessment and reflection.

International Baccalaureate Diploma The IB Diploma Program (DP) level assessments are both internal and external. Internal assessments are graded by classroom teachers and moderated by IB in all subjects, while external summative exams are independently graded and reported by IB. This assessment practice allows IB to collect data over time for evaluative purposes of both the student and the IB program. It is paramount that the single most important aim of the DP assessment is to stay consistent with the PYP and MYP in supporting curricular goals and encourage student learning.

IB Diploma Specific Assessments
The IB uses internationally benchmarked criterion referenced assessments and awards points leading to an IB Diploma. These universal IB grading guidelines and rubrics are specifically set forth in the Hot Springs High School handbook.

A. Internal Assessment.
Some assessments are required by IB that are internally graded by the classroom teachers. These assessments can count as a significant percentage of the student’s final IB subject grade. Samples of their grading are mailed away each year and these are subsequently moderated by examiners and senior examiners ensuring consistency of grading from school to school. Orals, science lab reports, projects and portfolios in math, and investigations in history and geography are examples. Although these assignments will be used by IB to determine a student’s IB grade, they may also be used to formulate the student’s class grade.

B. External Assessment.
Senior year May exams are an example of external assessments that are mailed away to examiners who subsequently grade and feedback scores to IB. However, there are other assessment tasks that are solely externally graded by examiners. For example, Al world literature essays, theory of knowledge essays, and extended essays.

The HSSD IB Grading Scale
The IB (International Baccalaureate) grading scale is represented by the following numerical system:
1 (very poor performance)
2 (poor performance)
3 (mediocre performance)
4 (satisfactory performance)
5 (good performance)
6 (very good performance)
7 (excellent performance)

A student’s “1-7” grade is a direct measure of the competency a student has shown in terms of skills and knowledge.

An effort grade reflects the student’s attitude, preparation, motivation and learning focus.

The current grading policy for HSSD remains in collective effect, and supersedes all other IB grading guidelines when appropriate.

Roles and Responsibilities

Student Responsibilities

- In accordance with their age and ability, students should be autonomous learners by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.
- Students should analyze and monitor their own formative and summative assessment data to assess their own progress at their program level.
- Their efforts on formative assessments should maximize progress and summative assessment scores.
- All student work should be submitted on time, while adequately attending to interim and final deadlines as outlined by their teacher to ensure adequate progress and maximize potential.

Teacher Responsibilities

- All teachers should focus on the assessment of student learning outcomes rather than just teaching content.
- They should modify teaching in light of the learning that has taken place using formative assessment data to drive instruction.
- Use the data team process to collect and analyze assessment data to identify patterns of individual student performance and needs.
- Teachers should work in collaborative teams to design and assess common assessments.
- Common assessment data should be compared with that of other teachers to
assess where student learning has been strong and where it has been less strong.

- Teachers should show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.
- Timely written and oral feedback on assignments should be provided to the students by their teachers.
- Teachers should avoid conducting summative assessments without first assessing formatively with timely feedback to their students.
- They should bear in mind a student’s whole schedule and use only meaningful assessments. Assessments should be posted on the customary planner for that teacher and class.
- Teachers should work with the Learning Specialists (SPED, ELL, GT, etc.) to design assessments that will effectively assess the learning of students with specific learning needs.

Curriculum Coordinator and Division Head Responsibilities

- Encourage peer to peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of learning and assessment for learning.
- Offer training on using and interpreting data and support staff in the use of multiple assessment strategies.
- Provide ongoing assessment training for all teachers, and maintain a training program for new teachers.
- Distribute student related summary data from all relevant places. Provide time in the school day for teachers to plan and reflect. Analyze whole school data and plan professional development time to match achievement goals and teacher training needs.
- Maintain a representative committee of all stakeholders to review, evaluate, and reflect upon the assessment policy. Oversee the Personal Project requirements.

INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate Programme (IB) is a comprehensive and rigorous college-preparatory program designed to meet the needs of academically-talented and highly-motivated high school students. Only schools authorized by the International Baccalaureate Organization (IBO) are authorized to offer the IB curriculum and to allow students to sit for IB examinations, which may lead to the earning of the highly coveted International Baccalaureate Diploma. IB students follow a prescribed course of study in six disciplines, sit for examinations in each discipline, and fulfill additional requirements of the program.
Internationally recognized as one of the most challenging college-preparatory curricula available, this prestigious program is offered in over 100 schools in 100 countries. Students enrolled in the program are assured that their courses of study meet world standards. The student who fulfills the requirements of the IB Diploma Program demonstrates a strong commitment to learning, both in terms of mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. Students who are classified as International Baccalaureate Diploma candidates have some differences in their graduation requirements from students who are not IB Diploma candidates as do IBCP candidates.

Terms

1. The IB Diploma Candidate is one who is enrolled in and will sit for examinations in six IB classes over the course of two years. The examinations will be paid for by the Hot Springs School District unless the Diploma Candidate fails to meet all deadlines in regard to required Internal Assessments or fails to meet other IB requirements, e.g. the requirements of IB CAS Program (Creativity, Activity, and Service), Theory of Knowledge course requirements, and the completion of the Extended Essay.

2. The IB student (previously called the IB certificate student) is one who is enrolled in fewer than six IB classes and will sit for examinations in all IB classes in which he/she is enrolled. The cost of the examinations for these IB students will be paid for by the Hot Springs School District unless the IB student fails to meet all deadlines in regard to required Internal Assessments, does not meet guidelines listed below, or fails to maintain a passing grade in the course being tested. (The student must have a passing grade in the IB course for the semesters that precede the examination.)

3. The IBCP Candidate is one who is enrolled in IBCP Core I/II, two additional IB courses, and a career-focused program of study. In addition, this student is required to complete a Reflective Project, Career-Related Community Service, Foreign Language Journal, and Personal and Professional Skills Course.

Because of the rigor of their coursework, and the number of courses required by the Diploma Program, Diploma Candidates are not required to fulfill the following requirements:
1. the senior portfolio or senior interview
2. the one unit of technology required by the district

IBCP candidates will make senior presentations through their IBCP Core course rather than through the standard senior portfolio/presentation program.

* Students who leave either the Diploma or Career-Related Program at the end of their eleventh grade year will be required to make up above requirements and those who drop the Diploma Programme in December of their senior year will be required to complete the Senior interview during the spring semester unless extenuating circumstances exist. Exceptions must be approved by the principal.

IB Admissions Procedures and Program Requirements
IB Diploma Candidates and IB students normally enter the program through the Middle Years Programme of the International Baccalaureate and/or through a freshman/sophomore year(s) course of study designed to prepare them for the rigors of the college preparatory level IB Diploma Programme.

In order to enroll as an IB Diploma candidate or in order to enroll in IB English I/II, a student must have satisfactorily completed the MYP personal project. Exceptions can be made for students who were not enrolled in HSWCHS in the tenth grade.

The IB Program at Hot Springs High School meets all of the official Rules and Regulations of the International Baccalaureate Programme. (A copy of this document will be provided to students/parents/guardians within the first year of the student’s official entrance into the program.) In addition to the aforementioned rules, Hot Springs High School has additional guidelines and policies in regard to IB Diploma candidates and IB students. These are enumerated below.

1. Certain forms must be signed by parent(s)/guardian(s) and students upon enrollment into the program: these include, but are not necessarily limited to, an honor code agreement form, an email usage agreement form, an intent to test agreement form, and a letter of acceptance in regard to the reading of assigned texts
2. Any student who is suspended, expelled, or placed in an Alternative Learning Environment may be removed from the IB Program.
3. Students who are placed under homebound category may be removed from the IB Program following a conference with the student's parent(s)/guardian(s) and the IB coordinator.

4. Since IB Diploma candidates’ requirements for high school graduation differ from those of other students, any student whose Diploma Candidate category is removed prior to the beginning of the second semester of the twelfth grade will be required to complete the senior interview.

5. Any student who violates the Honor Code/Integrity Policy in regard to an official IB assessment will not be allowed to sit for official IB examinations.

6. Cheating, plagiarism, or intentional malpractice on any IB assessment including the Internal Assessment may necessitate the student's being removed from the IB class in which the circumstances occurred, and under NO circumstances may the student then be allowed to sit for any IB examination in that class.

7. IB Diploma Candidates and IB students may NOT drop or be removed from an IB level class without both the parent/guardian and student signing “An Intent to Drop” form provided by the IB Coordinator. High school counselors will confer with the IB Coordinator and obtain these signed forms before dropping any IB level course.

8. All students enrolled in IB Level courses are expected to take the appropriate IB examinations, which are scheduled throughout the month of May. The examination schedule may NOT be altered by any school official, and students and parents/guardians should note that in some cases IB examinations may take place AFTER the graduation ceremony. Parents/Guardians will be advised of IB examination dates no later than November before May examinations and should plan accordingly.

IB MIDDLE YEARS PROGRAM
Hot Springs School District provides its students in grades 5-10 with the IB Middle Years Programme curriculum. As designed by the IBO and approved by the Arkansas Department of Education, the MYP provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and to become critical and reflective thinkers. This program operates at Hot Springs Intermediate, Junior, and High School and provides a curriculum that enables students to move through the three campuses with an integrated and aligned curriculum.

The program consists of eight subject groups: students are required to study their
mother tongue, a second language, humanities, sciences, mathematics, arts, physical education, and technology during each year of the program; under certain circumstances waivers may be granted for physical education in the last year of the program. In the final year of the program (grade 10), students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program. Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

The overall philosophy of the MYP is expressed through three fundamental concepts that support and strengthen all areas of the curriculum.

- Intercultural awareness
- Holistic learning
- Communication Advanced Curriculum

Within the MYP students who anticipate seeking the IB Diploma or who plan to take IB or other advanced courses such as Advanced Placement should take courses designated as pre-AP in grades 9-10 as part of the MYP. These are more academically rigorous courses designed for highly motivated students and are strongly recommended for these students. At this time these courses are designated as follows:

- pre-AP English 9 and 10;
- pre-AP Spanish II and pre-AP French;
- pre-AP Civics and pre-AP World History;
- pre-AP Biology and pre-AP Physical Science;
- pre-AP Geometry and pre-AP Algebra II.

Some other courses are designated as pre-AP because in some cases they may provide students the opportunity to earn college credit for the classes as indicated. While there are no absolute prerequisites for taking these courses, the following guidelines should be followed. Students who wish to take these pre-AP courses and who do not meet these guidelines are asked to have a conference with the IB Diploma Coordinator and provide parent signatures before signing up for these courses.

- Students taking any pre-AP course must have a passing grade in the course that precedes the pre-AP course; it is STRONGLY recommended that the
student have a high C or better for both semesters in the course that directly precedes the pre-AP course.

- Students who wish to take pre-AP English MUST complete the summer assignment; students who do not receive the summer assignment before the new school year begins must complete the summer assignment within a reasonable time period as designated by the classroom teacher.

- It is strongly recommended that students taking pre-AP English, pre-AP Biology, pre-AP Civics, and pre-AP World history be reading at or above grade level as designated by at least one standardized test. Excellent reading skills are critical for students who wish to succeed in these courses.

- Students taking pre-AP Geometry or pre-AP Algebra II should have a proficient or advanced score on the EOC and have a grade of B or better in the preceding course.

- Students taking pre-AP Physical Science should have satisfactorily completed Algebra I, Geometry, and be enrolled in Algebra II.

- It is recommended that students who routinely miss school (more than 8 days per semester regardless of the reason), who have a record of behavior infraction (as evidenced by written documentation), or who fail to have a GPA of 2.5 or better SHOULD NOT enroll in any pre-AP courses.

Date Adopted: August 4, 2016
Revised: July 27, 2017
Philosophy
The Hot Springs School District’s (HSSD) educational mission, philosophy, and principles work in tandem with International Baccalaureate (IB) principles to educate the whole student, consistent with their ability and potential to be productive citizens in a democratic and diverse society. Instructional programs and practices are implemented to enable students to meet established standards of achievement and foster lifelong learning. State and federal guidelines for student achievement are met through an instructional climate reflecting dignity and respect.

The preeminent goal of assessment at Hot Springs World Class High School is to support and encourage student learning at all levels. In keeping with the district’s assessment principles and the spirit of the IB programme(s), assessment is geared toward improving, rather than simply documenting student performance. Criterion related/referenced assessments are used to identify a student’s strengths and weaknesses and to judge the effectiveness of both teaching and learning processes. This measures student achievement against specified subject criteria rather than against other individuals in the class. Assessment is an important part of the learning process and is intended to support curricular goals and encourage appropriate student learning. An ongoing partnership between students and teachers enables students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments.

Types of Assessments

- **Formative assessments** focus on assessment as an essential learning process that enables teachers to address the needs of individual learners in their lesson planning and scope and sequence of learning activities. Formative assessments occur during the course a lesson, sequence of lessons, or unit. Various types of formative assessment strategies include, but are not limited to short quizzes, bellringers/do nows, exit tickets, open-ended questions, self-evaluation, teacher feedback, peer evaluation mediated by the teacher, and student discussions.

- **Summative assessments** occur at the end of a unit of learning when students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts. Summative assessments are used by teachers to make judgements about the quality and quantity of student learning on established criteria, to assign a value to represent that quality and application of learning and to support the communication of information about achievement to students, parents, teachers, and administrators.
**IB Teachers Plan for Assessments**
- with IB Diploma Programme outcomes, assessment criteria, and external assessments in mind
- design courses so that students’ current knowledge and experience are assessed before introducing new concepts
- collaborate to create a timeline for internal and external IB requirements to help students plan ahead and manage their workload

**IB Teachers Vary Assessment Strategies by**
- creating criterion-related assessments that are marked against clearly defined pre-determined descriptors
- using a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning
- providing students with multiple opportunities throughout the course to reflect upon their achievement based upon meaningful feedback
- designing formative assessments tasks that prepare students for success on their IB summative assessments

**IB Teachers Provide Feedback and Report on Assessments by**
- providing students with rubrics that define expectations for assessment tasks and align with subject area criteria
- providing students with exemplars to illustrate high levels of achievement on assigned tasks
- using various methods to provide students with accurate and prompt feedback about their current levels of achievement and ways they need to improve
- recording and report assessment using secure online gradebook, in eSchool, that is accessible to students and parents at all times

**IB Teachers Analyze Assessments in order to**
- standardize their grading using inter-rater reliability to ensure accuracy of interpretation of assessment criteria
- use assessment data to set goals that address students’ learning needs, plan curriculum and drive instruction
- review assessment practices during their "professional learning community (PLC)" processes and meetings that occur weekly

**IB Diploma and Career-Related Program Assessment Criteria**
Teachers at HSWCHS receive training in IB Standards and Practices within their content area and/or core components. Through this training, teachers are able to learn about their subject area criteria, how to use the criteria for instruction and assessment
and how to make the assessment criteria accessible and understandable to students in the programme.

A variety of professional opportunities are available to teachers including face-to-face workshops, access to My IB Program Resource Center, collaboration with other subject area teachers, and review of examiner feedback to inform curricular and instructional revisions to further support teachers in their use of the assessment criteria. In circumstances where multiple teachers teach the same subject area, teachers regularly collaborate to ensure that the use of assessment criteria are consistent.

**IB Diploma and Specific Assessments**

The IB uses internationally-benchmarked criterion-referenced assessments and awards points leading to an IB Diploma. These universal IB grading guidelines and point system are specifically set forth in the Hot Springs World Class High School handbook.

**Internal Assessment**

All IB subjects require that students complete a specific Internal Assessment as designed by the IBO. These IA's are graded by the classroom teacher using an IBO rubric and count as a significant percentage of the student's final IB subject score. Samples of teacher graded assessments are submitted to IBO for moderation by IBO examiners using the same IB rubric, ensuring consistency of grading from school to school regardless of location.

Oral examinations, science lab reports, projects in math, and investigations in history and geography are examples of these IA's. Although these assignments will be used by IB to determine a student's IB grade, they may also be used to formulate the student's class grade.

**External Assessment**

At the end of the IB coursework (normally a two-year period ending in late April), students take at least two comprehensive assessments in each subject area. These examinations are submitted to the IB and are graded solely by highly trained, IB Examiners using IB rubrics. These examinations are then moderated by senior examiners to ensure consistency. The external assessment scores are added to the internal assessment scores and make up the final IB score in most subject areas.

There may be other assessments/tasks that are also externally graded by examiners. For example, Language A Written Assignments, Spanish/ French Written Tasks, Theory of Knowledge Essays, and Extended Essays. These additional assessments also impact final IB grades in subjects and impact the final IB Diploma cumulative score.

**IB Career-related Program**

Students completing the IB Career-Related Programme have Core requirements that are assessed using official IB rubrics found in IB guides. The Reflective Project is
assessed by the teacher and then sent for external moderation by iBO Examiners. Language Development Portfolios and Service Learning Portfolios are assessed using school-developed assessment criteria based on IB guides. Students work on these core requirements over a two year period with the support and guidance of coordinators IB and IBCP Core, supervisors (Service Learning and Language DEvelopment) and IB course teachers.

Reporting IB Grades
IB course evaluation and student achievement is communicated in multiple ways throughout the academic year.
• Real-time grade reporting on Home Access Center through eSchool
• Interim Progress Reports every September, November, February, and April
• Report Cards every October, December, March, and May
• Parent-Teacher Conferences during the 1st and 3rd nine weeks
• Individually based on need

<table>
<thead>
<tr>
<th>IB Grading Scale</th>
<th>Subjects are marked according to the following performance scale</th>
<th>TOK and Extended Essay are grades according to the following scale</th>
<th>HSWCHS Grade adjustments for IB Courses</th>
</tr>
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<tbody>
<tr>
<td>7</td>
<td>Excellent</td>
<td>A Excellent</td>
<td>7 95-100</td>
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<tr>
<td>6</td>
<td>Very Good</td>
<td>B Good</td>
<td>6 85-94</td>
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<td>5</td>
<td>Good</td>
<td>C Satisfactory</td>
<td>5 75- 84</td>
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<td>4</td>
<td>Satisfactory</td>
<td>D Mediocre</td>
<td>4 65- 74</td>
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<tr>
<td>3</td>
<td>Mediocre</td>
<td>E Elementary</td>
<td>3 55-64</td>
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<tr>
<td>2</td>
<td>Poor</td>
<td>N No Grade</td>
<td>2 51-54</td>
</tr>
<tr>
<td>1</td>
<td>Very Poor</td>
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<td>1 50</td>
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Students with Special Circumstances
Per Federal Law, students with Individual Education Plans (IEP) may require modified classroom assessments; however, testing modifications may be somewhat limited due to IB testing protocol. Required modifications should be stated in the student’s IEP and
should be discussed with both the building Special Education Designee and IB Coordinator. For additional information, please refer to the Hot Springs World Class High School Inclusion Policy.

Revision Policy
The HSWCHS IB Diploma Programme Assessment Policy will be reviewed by IB teachers, IB Coordinator, Administration, and School Leadership team members each summer to ensure the document reflects the needs and desires of our school and district.

Communicating the policy
The policy will be placed on the Hot Springs School District website, HSWCHS Student Handbook, and made available to families at Parent/Teacher Conferences and IB Parent Nights.

Resources and References
International Baccalaureate Organization (July 2011), Academic Honesty Policy, Cardiff: IBO. International Baccalaureate Organization (July 2014), Candidates with Assessment Access Requirements, Cardiff: IBO.
Holy Heart of Mary High School Assessment Policy
Andrew Hill High School Assessment Policy
Earl Wooster High School Assessment Policy
American School of Milan Assessment Policy

Date Adopted: July 16, 2019

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HOMEBOUND STUDENTS When a student is prevented temporarily from attending school because of illness or other physical disability, the parent may make application for a homebound teacher. Application is made to the campus Principal/Designee.

HOMEBOUND TEACHING When a student is temporarily prevented from attending school because of illness or other physical disability, the parent may make an application for homebound teaching once the student’s physician advises that the student will be out of school for ten (10) or more consecutive days. Applications may be obtained from the main office.

Date Adopted: August 4, 2016
4.58.HSSD.24 - SCHOOL CLOSURE/DELAYED OPENING/EARLY CLOSURE

The decision regarding school closures, delayed openings, and early closures are made by the Superintendent and appropriate authorities. Information regarding schools closures, delayed openings, and early closures will be announced through our district's communication system, School Messenger and social media sites. It is important that you keep your phone number current at your child's school in order to get the School Messenger notifications.

Date Adopted: August 4, 2016

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4.58.HSSD.25 - TRANSPORTATION POLICIES

School bus service shall be provided wherever possible to all students who live more than two miles from the school which normally they would attend. The school bus routes have been planned, where possible, in a manner which will not require students to walk farther than one half mile to catch the bus. Consult the building principal or the transportation office (623-2995) if you think your child is eligible.

Please remember that it is against the law to pass a school bus from either direction when it is stopped for children. The bus may be safely passed only when it is in motion.

BUS CONDUCT

While the Board of Education feels that it has a responsibility to furnish transportation for students who live two miles or more from their assigned schools, it does not relieve parents/guardians of students from the responsibility of supervision until such times as the students board the bus in the morning and leave the bus at the end of the school day.

Once a child boards the bus - and only at that time - does he or she become the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board shall require children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

In cases when children do not conduct themselves properly on a bus, such instances are to be brought to the attention of the building principal(s) by the bus driver. The building principal will inform the parents/guardians immediately of the misconduct and request their cooperation in checking the child’s behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents/guardians of the children involved become responsible for seeing that their children get to and from school. Any student who willfully defaces, marks, cuts, breaks, or damages a bus will be suspended and will be expected to pay for any and all damages prior to being reinstated.
The following is a summary of procedures to be followed for inappropriate conduct on busses:

5. First Referral - Warning, and parent is contacted. Phone contact with the parent.
6. Second Referral - Three days off bus. Parent is notified.
7. Third Referral - Minimum of two weeks off bus. Parent is notified.
8. Fourth Referral - Suspended from bus for remainder of semester or minimum of six weeks. The above steps are guidelines only. The penalty may be more severe if appropriate. [K-6 elementary students will not be suspended from the bus, except in extreme circumstances.]

Meeting the Bus

- Be at the assigned bus stop ten minutes before the bus is scheduled to arrive. Do not arrive at the stop earlier than ten minutes before the scheduled arrival time.
- Before crossing a street to board the bus, wait until the bus has come to a complete stop and the driver has directed you to cross.
- Stand back at least ten feet from the bus stop and do not approach the bus until it has come to a complete stop and the door is opened.
- Respect the property rights of others while waiting for the bus; don't litter, make unnecessary noise, gather under carports or on porches or lawns without permission.

Entering and Leaving the Bus

- Enter and leave the bus quickly and in an orderly manner.
- Do not enter or leave the bus by the back door unless you are instructed to do so by the driver.
- If you must cross the street after leaving the bus, go to a point on the shoulder of the street ten feet in front of the bus and wait until the driver signals you to cross. Be certain that you are far enough in front of the bus that you can see the driver and the driver can see you. Once you have crossed the street, remain on the opposite side of the street until the bus has left the scene.
- Do not attempt to retrieve any object you have dropped until the bus has left the scene and the street is clear of other vehicles.
- An adult or responsible older child should always accompany small children at the bus stop. This applies to both boarding the bus in the morning and exiting the bus
in the afternoon.

Riding the Bus

- Ride only the bus to which you are assigned except on the request of a parent or guardian approved in advance through the Principal’s office.
- Remain seated while the bus is in motion unless otherwise instructed by the driver.
- Keep legs, feet, hands, etc. out of the aisle.
- Weapons including, but not limited to knives, firearms, sharp objects, and clubs and animals are never permitted on the school bus.

Activities NOT PERMITTED on School Buses

10. Eating and drinking
11. Smoking or use of any tobacco product (Against State Law)
12. Scuffling or fighting
13. Yelling at anyone on the bus or outside the bus
14. Throwing any object out of the bus
15. Putting any part of the body out of the window
16. Tampering with any of the bus safety devices or defacing any part of the bus (damages will be paid for by the offender)
17. Profanity
18. Playing radios, tape players, or band instruments.

Emergency Evacuation Procedures
In an emergency, students should remain calm and quiet and listen for instruction from the bus driver. If the driver is unable to conduct emergency procedures, the students should follow the procedures below for leaving the bus:

- If the exit is through the front door, students sitting next to the aisle will move out first, beginning with those in the front seats of the bus and proceeding in this manner until all seats are emptied.
- If the exit is through the rear emergency door, those students sitting next to the aisle will move out first, beginning with those students in the rear seats of the bus and proceeding in this manner until all seats are emptied.
- If a rapid exit is necessary and it is possible to exit from both doors, students in the rear half of the bus should exit out the back door and those in the front half should exit through the front door.
• Upon leaving the bus in an emergency, students are to move immediately off the roadway to a safe distance from traffic. They should not cross the road Unless instructed by the driver.

Date Adopted: August 4, 2016

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Each year the Hot Springs School District makes available to the parents of all students a Student Accident Insurance Policy. The purpose of this policy is to provide a low-cost medical and hospitalization coverage for accidents during the school year. The school principal will furnish you with information regarding this coverage shortly after the opening of school. Please examine it carefully for the benefits for medical and hospital expense before you make your decision on whether you will insure your child. It is very important that you also read the exclusions which list the cases which the accident policy does not cover. The Hot Springs School District has absolutely no affiliation with the insurance company and does not receive any financial return from any policy which may be issued. This is simply a service to parents where the school district serves as an agent to collect the premiums and forward them to the insurance company.

The school district assumes no obligation with regard to payment of the claims but is always ready to assist parents with special problems. If you have a question about the school insurance, please contact your school principal.

Date Adopted: August 4, 2016
4.59 - ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOMESCHOOL STUDENTS

The District allows private school and homeschool students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered in grades 7-12. The District will place a list of courses that a private school or home school student may request to attend on its website by:

1. June 1 for courses to be offered during the Fall semester; and
2. November 1 for courses to be offered during the Spring semester.

A private school or home school student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:

A. August 1 for Fall semester courses; or
B. December 1 for Spring semester courses.

The District may reject a private school or home school student’s request for attendance if the District’s acceptance would:

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cause the District to provide educational services the District does not currently provide; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home school student’s request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home school student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home school student who will be notified of an opening in the requested course.
As part of the request to attend academic courses in the District, a private school or home school student shall:

A. Indicate the course(s) the private school or home school student is interested in attending;
B. If the course(s) the private school or home school student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home school student intends to attend the physical course or the digital course;
C. Agree to follow the District’s discipline policies; and
   d. Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS. In addition to the documentation methods provided in Policy 4.57, a homeschool student may submit a letter to the superintendent, or designee, stating an objection to immunizations and listing the immunizations the student has received, if any.

A private school or home school student who fails to attend an academic course by the eleventh (11) day of class shall be dropped from the course.

The responsibility for transportation of any private school or home school student attending academic courses in the District shall be borne by the student or the student’s parents.

The opportunity provided to home school students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

Cross References: 4.6—HOMESCHOOLING
4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS 4.57--IMMUNIZATIONS

Legal References: A.C.A. § 6-15-509
A.C.A. § 6-18-232
A.C.A. § 6-18-702
A.C.A. § 6-47-401 et seq.
ADE Rules Governing Distance and Digital Learning
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ARRIVAL AND DISMISSAL
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TITLE 1 PROGRAM
ARRIVAL AND DISMISSAL POLICY

To ensure the safety of our students, please adhere to all parking signs and speed limits. Before and after school are particularly busy times and we ask that everyone drive with extreme caution. Students will only be permitted to cross the street in designated crosswalks. Students will not be permitted to enter cars that are parked in the middle of the street. Hot Springs Police often patrol the area and may issue a ticket for any illegal action.

Upon arrival, students should report to the designated area. The students will be dismissed to breakfast from the designated area. Car riders will be dropped off and picked up at the designated area. Upon dismissal, car riders will report to the designated area. Students should be picked up promptly at 3:00 PM. Each Wednesday will be early release day, unless notified otherwise, and students will be dismissed at 2:00 PM.
LUNCH PROCEDURE

1. At the scheduled time, each teacher will supervise his/her students to the cafeteria in a quiet, orderly manner. Children should move through the hallways quietly.

2. Procedures for an orderly environment include:
   a. Students will move through the service line in a quiet, orderly manner to the assigned tables and remain seated until dismissed.
   b. Loud talking should be reserved for the playground
   c. Quiet voices will be allowed during lunch.

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DRESS CODE POLICY

1. Prohibited items and appearance:
   a. Hats, other head coverings, and sunglasses, except for special days, medical necessity, or other legitimate reason, and as approved by the principal.
   b. See through or skin tight clothing, except under allowable dress.
   c. Halter tops, bare midriffs and spaghetti straps.
   d. Pajamas and slippers/house shoes, except for special days.
   e. Items displaying or advertising alcoholic beverages, tobacco products, drugs, obscenities, profanity, or other undesirable matter as determined by the principal.
   f. Handwritten graffiti on clothing or skin.
   g. Improperly fitting clothing, clothing not worn as designed, sagging.

2. General requirements:
   a. Nothing may be worn shorter than mid-thigh.
   b. Belts, buckles, straps, shoestrings and zippers must be fastened as designed to be used.

3. Discretion of principal, exceptions and consequences:
   a. The principal may make modifications and exceptions for special events, situations, and circumstances.
   b. The principal shall have the discretion to declare dress or appearance not provided for herein inappropriate and/or prohibited if it in any way interferes with the health, safety or educational environment of any student or the school.
   c. Consequences will be determined by the principal based upon the circumstances, and may include a conference or correction of the violation as a minimum to a suspension. Any violation of any other discipline policy may also be subject to consequences for said violation.

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HEALTH SERVICES

Physical and Dental Pre-School Examination

The Standards for Accreditation of Arkansas Public Schools (VI and VI.E revised May 17, 1993, states, "By the school year 1994-95, all enrolling Kindergarten students shall furnish evidence of a comprehensive and developmental preschool examination."

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EMERGENCY HEALTH PERMISSION/CONSENT FORMS

Each child that enrolls or transfers into the Hot Springs School District must have an emergency permission form in his/her health record. All information (address, home and work phone numbers, physician, and neighbor) must be kept current to assure proper care and/or emergency treatment in the event of illness, injury or life-threatening situations should they arise.

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COMPACT FOR EXCELLENCE

The Hot Springs School District is committed to the belief that all children can learn and acknowledges that all of us - teachers, administrators, and parents - must work together to make a positive difference in student achievement.

The Hot Springs School District will provide a learning environment in which students will experience success and can achieve excellence in learning.

Hot Springs School District asks, therefore, that you take an active role in your child's education by doing the following:

1. Visit your child's school frequently and participate in the activities of that school
2. Insist that your child complete all homework assignments
3. Discuss with your child what he or she learned at school each day
4. Remind your child of the importance of classroom discipline, especially the importance of self-discipline
5. Provide uninterrupted time for your child (without the TV), which is devoted to a learning activity.
6. Encourage your child to read for pleasure every day

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PRINCIPAL’S DISCRETION

The principal or designee shall have the authority and discretion to impose penalties and/or consequences for behavior deemed inappropriate and disruptive of the educational process, even though not specifically listed in the school rules and regulations. In addition, the principal or designee shall have the authority and discretion to impose penalties and/or consequences that are more severe than those listed in the school rules and regulations when deemed appropriate, based upon the severity of the act or omission by the student and all of the circumstances of the situation. The only limitation is the maximum penalty or consequence provided for in the Board policies on students and discipline.
GENERAL AUTHORITY

In addition to the rules, regulations, procedures, penalties, and consequences established by the school, all students are subject to all student and discipline policies of Hot Springs School District No. 6 as adopted by the Board of Directors, as well as all administrative regulations and procedures adopted pursuant to said policies.

All parents and students should become familiar with all district policies concerning students and discipline.

IMPORTANT INFORMATION FOR STUDENTS OUTSIDE OF THE DISTRICT Any student who resides outside of the Hot Springs School District and wishes to attend our district must complete a Freedom of Choice form and have on file in the Superintendent’s office by July 1 for the following school year.

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SPECIAL PROGRAMS

Special Education

The Hot Springs School District as required by The Individuals with Disabilities Education Act of 1997 and as amended by Individuals with Disabilities Education Improvement Act of 2004 provides special education services to students with disabilities ages 5-21. The district is responsible for conducting annual child find activities to locate, refer, evaluate, and provide the needed services for students meeting Federal and State eligibility criteria.

It is the ultimate goal of the district to work effectively with all necessary individuals to ensure that disabled students receive a free appropriate public education (FAPE) in the least restrictive setting (LRE). It is the right of anyone with knowledge that a student may be a student with a disability, to make a written referral to the district, to initiate the process for consideration of services.

Anyone needing more information regarding special education services may contact the district special education administrative office.

Title I Program

The Title I Program in the Hot Springs School District is a federally funded program designed to provide remediation for students who are not functioning in the basic skills areas at levels that would be expected for their age or grade placement. Title I Programs are not intended to replace the instruction which is provided by state or local funds but are designed to support and enhance the regular classroom curriculum.

Due to recent legislative changes, the Title I Program (formerly known as Chapter I) has been reorganized and expanded to include all students within the school. Under the old legislation, only students targeted as being in need of remediation in the areas of reading and math could receive Title I services. This legislation allows Hot Springs School District to serve all students in grades K-5 in what is known as a "Schoolwide Program."

Components of a "Schoolwide Program" include:

- comprehensive needs assessment of all children.
- effective means of improving achievement for all students.
- activities coordinated throughout a school to ensure assistance to students having difficulty mastering skills.
- involvement of parents in the activities of the school and in their child's learning.

The goal for our Title I "Schoolwide Program" is for every child in the Hot Springs School District to attain grade level and achieve success.
HOMEWORK

Homework provides reinforcement of the learning that took place during the school day. Parents can support their children with their homework by reinforcing the importance of completing assignments as well as providing a quiet and comfortable place to work. Each classroom has its own homework schedule that will be communicated early in the school year. Please contact your child's teacher if you have any questions.

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Hot Springs School District utilizes eSchoolPlus, a web-based Student Information System that manages student information into an integrated and easily accessible reporting system. With this system, parents/guardians have the opportunity to receive information about their child's grades, attendance and assignments through the Home Access Center (HAC). Please utilize this tool to ensure that you have constant knowledge of your child's academic status. If you do not have access to a computer, a computer station is available for use at each school to access HAC. The computer in each school is usually located in the counselor’s area and will be available during normal school hours. Free access to computers is also available at the new HSSD Welcome Center on Main Street, directly across from the Hot Springs Junior Academy and Park Magnet. You may access this information from the following web address: https://hac24.eschoolplus.kl2.ar.us/homeaccess24/

If you have any problems with your account, please contact the school directly.

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EXTENDED DAY

Hot Springs School District Extended Day Program will provide supervision for students enrolled in the program on Monday and Friday from dismissal time until 5:30 P.M. More information may be obtained in the school office.

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STUDENT EMERGENCY INFORMATION

It is important that we have appropriate information to contact all parents in case of an emergency. Please ensure that the information requested on the registration form is kept current. Please notify the office of any changes in your address and/or telephone number.

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ILLNESS OR INJURY

When minor injuries occur at school, first aid will be administered by trained school staff. In the event of a serious accident, paramedics will be called and parents will be contacted. Keeping your phone number and your emergency number current is extremely important. Parents will be called to pick up a child who has fever above 100 degrees, or who is obviously in pain, vomiting, stressed or who has a contagious disease. As a general rule, a student ill enough to require several doses of medication during the school day should probably stay home. If your child has any existing medical problems or allergies, please ensure you record this information in your child's registration form.

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MEDICATION

Medication (prescription) will only be given when a parent specifically makes a request and completes the Student Medication Request Release Agreement/Physician’s Order Form. If your child needs to take medication at school, please contact the office to obtain the proper forms. ALL medication must be turned into the office. Over-the counter medication, including cough drops, will not be given or permitted at school.

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EMERGENCY DRILLS

Fire drills are conducted monthly. Each class has an assigned escape route that will take them to a designated spot a safe distance from the school. Additionally, Severe Weather and Lock-Down Drills are conducted as required by law. For a Severe Weather Drill, each class has an assigned place where students will kneel with heads covered facing an inside wall. During a Lock-Down Drill, students will remain in their classrooms away from windows and doors. Exterior doors to the school will be locked. During the time of the drill, no one will be permitted to enter or leave the school. A sign will be posted on the front door of the office to inform parents that a Lock-Down Drill is taking place.
CLASS PARTIES

Birthday parties and invitations will not be allowed in the classrooms due to the interruption it may cause during instructional time during the school day. No food or drinks will be permitted to any classroom during the school.

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HSSD Secondary Handbook

The handbook outlines policies for 7th through 12th grade students in Hot Springs Springs School District.

Principals/Assistant Principals

Dr. Tremayne White, Hot Springs World Class High School Principal
William Brazle, Hot Springs World Class High School Assistant Principal
Kiley Simms, Hot Springs World Class High School Assistant Principal
Natasha Lenox, Hot Springs Junior High Academy Principal
Montez “Tony” Hines, Hot Springs Junior Academy Assistant Principal
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Please refer to Hot Springs School District Handbook District Policy Numbers when available (HSSD #)

Section 1: GENERAL INFORMATION

- Hot Springs World Class High School Academies
- Cell Phone Policy *(HSSD #: 4.47)*
- Computer & Internet Use Policy *(HSSD #: 4.29)*
- Supervision of Students
- Closed Campus
- Visitors *(HSSD #: 4.16, 4.16HSSD.21, 4.15, & 6.5)*
- Parent Center
- Outside Food and Drink *(HSSD #: 4.58)*
- Transportation Eligibility

Section 2: ATTENDANCE

- Absences *(HSSD #: 4.7)*
- Tardiness/ Late Arrival *(HSSD #: 4.9)*
- Tardy to Class *(HSSD #: 4.9)*
- Make-up Work *(HSSD #: 4.8)*
Section 3: ACADEMICS

Grading System (HSSD #: 4.58HSSD.6, 4.59HSSD.7, & 4.58HSSD.8)

Arkansas Smart Core Curriculum (HSSD #: 4.45, & 4.45.1)

Semester Exams/ Exemption Policy

Graduation Requirements (HSSD #: 4.45, & 4.45.1)

ACT

Credit Recovery Programs

Concurrent College Credit (HSSD #: 4.58.HSSD.5)

Withdrawal from School

Student Transfer Records

Guidance Counselors

Senior Year Information

International Baccalaureate Programmes

Summit Learning

Section 4: STUDENT BEHAVIOR (HSSD #: 4.17, 4.18, 4.21, 4.22, 4.25, & 4.28)

Student Discipline

Prohibited Conduct

Student Assault or Battery

Student Rights, Responsibilities and Limitations (HSSD #: 4.49.HSSD.3)
Notification of Authorities

Student Dress & Grooming

Sexual Harassment  *(HSSD #: 4.27)*

Consequences

Section 5: STUDENT SERVICES

Library

Student ID

Lockers

Lost & Found

Student Parking

Textbooks

Telephones

School Trips

Extracurricular Activities  *(HSSD #: 4.56.1, 4.56.2, & 4.56)*

Announcements
GENERAL INFORMATION

HOT SPRINGS WORLD CLASS HIGH SCHOOL ACADEMIES

The goal of the academies at Hot Spring World Class High School is to help students graduate with marketable skills that transfer to life beyond high school. To this end, students have the opportunity to earn value-added degrees by taking concurrent credit courses through our partnership with National Park College and by completing certificate programs on our very own campus.

The Academy of Liberal Studies

The Academy of Liberal Studies provides students with an in-depth education in three career clusters: Government and Public Administration; Law, Public Safety, Corrections, and Security; and Arts, Audio/Video Technology, and Communication. In addition to these three career clusters, the International Baccalaureate Diploma Programme is found. Because of its emphasis on all academic areas, interpersonal and intrapersonal relationships, and the arts, The Academy of Liberal Studies provides a quality education to those students who are uncertain of their future careers.

The Academy of Business and Industrial Technologies

The Academy of Business and Industrial Technologies focuses on STEM and technology-based skills that are essential for life in the 21st century. Hands-on learning experiences and problem solving partner with courses like visual media, digital communications, computer business applications, financial literacy to develop future employees who possess a broad range of work-based skills. This academy offers students the opportunity to explore pathways rich in science, technology, engineering, mathematics, leadership, interpersonal, and organizational skills. Students can choose from Business, Management, and Administration; Marketing, Sales, and Service; Arts, Audio/Video Technology, and Communication; Engineering; Machine Tool; Automotive Service; and Wood Technology. Courses in this academy are rigorous and require a growth mindset. Students in this academy should be ready to accept personal responsibility for their learning and achieve the high goals they set for themselves.

The Academy of Health and Education

The Academy of Health and Education focuses on the career clusters of Health Sciences and Education and Training. Students and teachers in this academy are driven by the unifying goal of improving the lives of others locally and internationally. Teachers in this academy foster skills of resource allocation, team management, adaptability, systems evaluation, effective
communication and other pertinent skills. Students in this academy learn what it is to be active participants in their community, productive citizens of their country, and caring advocates of human rights around the world.

**Freshman Academy**

Freshman Academy prepares students for high school and life beyond by fostering time management and interpersonal skills as well as soft-skills required in the workplace. Students receive special instruction in study skills and focused feedback and attention in academic areas. Freshmen will select their academy and program of study in their second semester.

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CELL PHONE POLICY

For purposes of this rule, “Electronic Device” shall mean a cellular telephone, pager, music player, video game player, camera or any other similar device capable of (1) communicating by voice, text message or email; (2) playing music or video; (3) recording voice or video images, or (4) otherwise sending or receiving electronic information.

We encourage our staff members and students to use electronics and other 21st Century devices provided by the school to supplement instruction and learning. In order to preserve the teaching and learning environment, the policy for cell phones and other electronic devices during school hours reads:

- Cell phones and other electronic devices may be used for non-educational purposes in principal-designated areas for each school building before school (7:55), a student’s assigned lunch, and after school (3:15).
- Cell phones and other electronic devices must be turned OFF by 7:55 am.
- Cell phones and other electronic devices must be stored in a location that is not visible to the staff and other students (purse, backpack, locker, main office).
- If cell phones or other electronic devices ring, ding, vibrate or are visible during instructional time or class changes, or if caught using a cell phone or electronic devices, a staff member has the right to confiscate (without regard to ownership of the device) and turn the device into the main office where consequences will be assigned.
- The use of cell phones or other electronic devices to photograph or video other students or employees is absolutely forbidden on campus and could result in consequences up to and including expulsion recommendation.
- If assigned to ISS, the ISS teacher will hold the cell phone or electronic device during the school day.
- The district bears no responsibility for lost/stolen electronic devices brought to school by a student.

Any student in possession of a cell phone or other electronic devices that violates the policy shall immediately surrender the device. If the student refuses to relinquish the cell phone or electronic device, the student will be considered in violation of school rules. If the student exhibits other inappropriate behavior, the student will receive a discipline sanction as outlined in the Cell Phone Policy Form.

Any adult listed on the student’s data sheet may pick up the cell phone or electronic device on or after the specified date from 9 a.m. – 4:00 p.m. The adult must show identification and a copy of the identification card will remain on file in the main office.

Cell Phone Policy Form (Appendix) must be signed and returned to the office.
COMPUTER & INTERNET USE POLICY

The Hot Springs School District shall take every reasonable means to establish and maintain a system to prevent computer users from accessing material harmful to minors as defined by law (A.C.A. 5-68501). Penalties and consequences for violation of policy or computer use agreement; Minimum- Detention, Maximum- Expulsion

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SUPERVISION OF STUDENTS

The school building will be opened at 7:15 each morning for students enrolled in zero hour courses. Breakfast starts at 7:30. Please do not leave your students on campus before 7:15; there will not be supervision for them during this time. Supervision will continue until the last bus leaves in the afternoon or until personnel are dismissed by an administrator. No supervision will be provided for students who arrive earlier or stay later except under the following conditions:

- Students who remain at school at the request of a teacher or who return to school for practice, rehearsal, meetings or other school activities supervised by school personnel and are subject to the rules and guidelines which apply to the regular school day.
- Students who would like to ride the after school bus must be enrolled in after school activities and must return a signed permission form to the office.

No joy riding is permitted around any school campus before, during or immediately after school. Loitering in the parking lot or bus loading areas will not be permitted. This includes driving through the bus loading/unloading areas before and after school.

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CLOSED CAMPUS

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

B. Parents/guardians must provide written permission before a student will be permitted to leave the school grounds with someone other than the parent/guardian, and photo identification will be required of the adult.

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**VISITORS**

**Definition:** A visitor is defined as any person seeking to enter the school building who is not an employee of the school or a student currently enrolled in that building.

**Visitors to the School**

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

B. **Visitor Requirements:**
   a. Push the button at the front door to be allowed to enter the building during school hours.
   b. Register first with the office and wear an ID sticker in the top left quadrant of your shirt.
   c. Sign out in the office when leaving.
   d. All school visitors must comply at all times with board policies, administrative rules and school regulations.

C. **Exceptions to Visitor Check In/Out:**
   Parents or citizens who have been invited to:
   a. Open house, special event, scheduled performance by a class
   b. During drop off and/or pick up procedures
   c. Adult participants in organized and school approved activities are exempt from requirements
   d. This does not pertain to school events held after school hours

D. Visiting school events during the school day requires that all visitors secure a pass/badge or verbal permission from the principal or their designee in order to be admitted. (Homecoming, pep rally, concerts during school hours, etc.)

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

**Student Visitors**

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

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PARENT CENTER
Hot Springs School District encourages parents to be active in their student’s educational careers. To this end we have established a Parent Center that allows parents/guardians access to computers, academic information, and the drop in center.

The Parent Center will be open from 8:00 am to 3:20 pm Monday through Friday. Parents should check in through the office to access this area.

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OUTSIDE FOOD & DRINK

No outside food or drink will be permitted to any classroom during the school day, except school-issued breakfast in the classroom.

All food and/ or drink must be consumed in the cafeteria with the exception of water in clear water bottles.

Students who arrive late and bring food or drink will be asked to consume it before check in OR will be asked to leave it in the front office until their lunch time.

Food or drink brought for a student’s lunch must either be kept in the student’s locker or backpack. Parents/ guardians are the ONLY people who can deliver a student’s lunch. Parents/ guardians must check in through the front office and deliver the lunch to their student in the cafeteria. Students will be allowed to consume lunch during their scheduled lunch time only. For health and safety concerns, parents may only bring food or drink for his/ her student during breakfast or lunch.

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TRANSPORTATION ELIGIBILITY

School bus service shall be provided wherever possible to all students who live more than two miles from the school they attend. The school bus routes have been planned, where possible, in a manner which will not require students to walk farther than one half mile to catch the bus. Consult the building principal or the transportation office (623-2995) if you think your child is eligible.

Please remember that it is against the law to pass a school bus from either direction when it is stopped for children. The bus may be safely passed only when it is in motion.

BUS CONDUCT

While the Board of Education feels that it has a responsibility to furnish transportation for students who live two miles or more from their assigned schools, it does not relieve parents/guardians of students from the responsibility of supervision until such times as the students board the bus in the morning and leave the bus at the end of the school day.

Once a child boards the bus - and only at that time - does he or she becomes the responsibility of the school district. Such responsibility shall end when the child is delivered to the regular bus stop at the close of the school day.

In view of the fact that a bus is an extension of the classroom, the Board shall require children to conduct themselves on the bus in a manner consistent with established standards for classroom behavior.

In cases when children do not conduct themselves properly on a bus, such instances are to be brought to the attention of the building principal(s) by the bus driver. The building principal will inform the parents/guardians immediately of the misconduct and request their cooperation in correcting/redirecting the child's behavior.

Children who become a serious disciplinary problem on the school bus may have their riding privileges suspended. In such cases, the parents/guardians of the children involved become responsible for seeing that their children get to and from school. Any student who willfully defaces, marks, cuts, breaks, or damages a bus will be suspended and will be expected to pay for any and all damages prior to being reinstated.

The following is a summary of procedures to be followed for inappropriate conduct on busses:

1. First Referral - Warning, and parent is contacted. Phone contact with the parent.
2. Second Referral - Three days off bus. Parent is notified.
3. Third Referral - Minimum of two weeks off bus. Parent is notified.
4. Fourth Referral - Suspended from bus for remainder of semester or minimum of six weeks.

The above steps are guidelines only. The penalty may be more severe if appropriate.

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ATTENDANCE

ABSENCES

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

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

Students shall not be absent, as defined in this policy more than twelve days in a semester. When a student is absent, he/she should provide written documentation regarding the absence to the appropriate location in the front office.

When a student has four (4) unexcused absences, his/her guardian, or person in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds eight (8) absences in a semester, the district shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with twelve (12) absences in a course in a semester shall not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

It is the Arkansas General Assembly’s intention that students having excessive absences due to illness, accident, or otherwise unavoidable reason be given assistance in obtaining credit for their courses. Therefore, any time prior to when a student exceeds the number of allowable absences (unless unable to do so due to unforeseen circumstances), the student, or his/her parent, guardian, or person in loco parentis may petition the school or district’s administration for special arrangements to address the student’s absences.

If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement
requirements. The agreement shall be signed by the student, the student’s parent, guardian, or person in loco parentis, and the school or district administrator or designee. If a student’s excessive absence is due to an unforeseen circumstance, the district may accept a doctor’s note for a student’s excessive absence.

Days missed due to in-school or out-of-school suspension shall not count toward the excused number of days absent.

**Excused Absences**
Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason:

1. The student’s illness or when attendance could jeopardize the health of other students;
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student’s faith;
4. Attendance at an appointment with a government agency;
5. Exceptional circumstances with prior approval of the principal;
6. To participate in an FFA, FHA, or 4-H sanctioned activity;
7. To participate in the election poll workers program for high school students;
8. To serve as a page for a member of the General Assembly;
9. To visit his/her parent or legal guardian who is a member of the military and has been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. For purposes pre-approved by the school administration such as visiting prospective colleges or to obey a subpoena.
11. Absences granted, at the superintendent’s discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in the eleventh grade to complete basic training between grades eleven (11) and twelve (12).
12. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up-to-date.

**Unexcused Absences**
Absences not defined above or not having an accompanying written statement from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason presented upon the student’s return to school, may be considered as unexcused absences. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.
The district shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student’s operator's license unless he/she meets certain requirements specified in the code. Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student’s permanent record.

**Procedures for Returning to School after an Absence**
Upon returning to school following ANY absence, a student should submit a written reason for the absence to the main office.

**Student Checkouts**
To sign a student out, a parent/ guardian listed in eSchool as a contact for your student must present photo I.D. If a student drives, they may check out with a written note from the parent and which will be verified by the front office before a student is allowed to leave. We do not accept faxes.

18-year-old students may sign out if a parent note is to be on file indicating the parent is aware that the student is making his/her own educational decisions. Students 18 years of age or older may sign in and out for five times only, after which absences will be considered truancies.

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Tardiness/Late Arrival

Late Arrivals
The school day starts at 8:00 and ends at 3:20. Students arriving to school late must sign in with the office. The student will be issued a pass to class.

4 late arrivals= 1 unexcused absence. Late arrivals will contribute to the no credit policy set forth under the “Absences and Earning Credit” policy below.

Absences and Earning Credit
Students enrolled in traditional classes (non-online), must maintain good attendance. Students who have twelve (12) unexcused absences in a particular course shall be recommended to earn no credit. In addition, the school shall file a FINS on the the student.

Absences and Extracurricular Activities
Students who are absent during either all or part of the day shall not participate in any school activity on that day or night unless permission is given in advance by the principal/ designee.

Lunch Period
Hot Springs Junior Academy and Hot Springs World Class High School have closed campus lunch periods. If students need to be checked out during during school lunch hours, they must be signed out in the office by a parent/ guardian. The office will not accept telephone calls during lunch.

Parents are welcome to bring lunch/ eat lunch with their student. To do so, parents must sign in as a visitor and deliver the lunch to their student in the cafeteria. Students will be allowed to eat lunch during their scheduled lunch time only. As a safety precaution, parents may only bring food and/ or drink to their student.

Lunch times at Hot Springs World Class High School:

<table>
<thead>
<tr>
<th></th>
<th>A Lunch</th>
<th>B Lunch</th>
<th>C Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday and Friday</td>
<td>11:30-12:00</td>
<td>12:15-12:45</td>
<td>1:00-1:30</td>
</tr>
<tr>
<td>Tuesday and Thursday</td>
<td>11:50-12:20</td>
<td>12:30-1:00</td>
<td>1:15-1:45</td>
</tr>
<tr>
<td>Wednesday</td>
<td>10:50-11:20</td>
<td>11:30-12:00</td>
<td>12:15-12:45</td>
</tr>
</tbody>
</table>
Hot Springs Junior Academy Lunch Times

<table>
<thead>
<tr>
<th></th>
<th>7th Grade Lunch</th>
<th>8th Grade Lunch</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Monday and Friday</strong></td>
<td>11:30-12:00</td>
<td>12:20-12:45</td>
</tr>
<tr>
<td><strong>Tuesday and Thursday</strong></td>
<td>11:50 - 12:20</td>
<td>12:35-1:05</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>10:50 -11:20</td>
<td>11:35-12:05</td>
</tr>
</tbody>
</table>

**Truancy**

Students absent from school or class without parental permission or without following proper checkout procedure shall be considered truant.

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TARDY TO CLASS

Students shall be prompt in arriving to class. Students have access to their daily schedules that list times and locations of classes. Students who arrive to class late (after a five-minute passing period) will be required to see an administrator or designee in the areas around the technology center.

**Level 1:** When a student receives 1-4 tardies, a teacher or administrator/designee will contact the parent.

**Level 2:** When a student receives 5-8 tardies, an administrator will issue a lunch detention (per tardy) and will conduct a parent conference.

**Level 3:** Students who receive 9+ total tardies will serve 3 days ISS; a FINS (Family in Needs of Service through Juvenile Court) may be filed.

**Level 4:** For habitual tardies, students may be referred to ALE.

Tardies are calculated by semester; therefore, the tardy count will start at 0 on the first day of each new semester (August/January).

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MAKE-UP WORK

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

1. **Students shall ask for their assignments** on their first day back at school or their first class day after their return.
2. **Teachers shall provide the missed assignments** when asked by a returning student.
3. **Students shall have one class day to make up their work** for each class day they are absent.
4. **Students shall submit their makeup work without the request of a teacher.**
5. Makeup work which is **not turned in within the makeup schedule** for that assignment shall receive a **zero**.
6. **Makeup tests are to be rescheduled at the discretion of the teacher**, but must be aligned with the schedule of the missed work to be made up.
7. Students who are **absent on the day an assignment is due** must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
8. Students under a 504 and/ or Individual Education Program will follow the policies and procedures outlined in those documents.

Parents requesting homework assignments for the day(s) missed should contact the guidance counselor’s office at the school on the day(s) of absence.

Work missed while a student is suspended (ISS or OSS) may be made up for credit as outlined in our makeup policy. All makeup work is due the day a suspended student returns to school.

Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.

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Academics

GRADING SYSTEM

Grades assigned to students for performance shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades may also reflect other educational objectives such as those contained in the learner outcomes and curriculum frameworks. Any criteria other than those related to educational or academic objectives shall not be utilized.

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

Parent-teacher conferences will be scheduled two times per year during the first semester {September 19th and 21st} and during the second semester {February 13th and 15th}. The student should attend the conference with the parent. He/she will be responsible for demonstrating what has been learned. Your child's teacher will gladly arrange other conferences when there is a need. If you have any questions about your child's progress, please call the school for a conference.

Report Cards

The evaluation of each student’s performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students’ grades shall reflect only the extent to which a student has achieved the educational objectives of the course.

Pupils’ progress is reported to parents the week after the end of each nine-week reporting period. These dates are on your school calendar. Parents are expected to attend a conference during the first and second semester to receive a report on their child’s progress. Interim Reports are administered at 4 1/2 weeks of each 9 week period in order to inform both students and parents of good work or deficiencies. Progress reports are required to be signed by the parent/ guardian and returned promptly to the assigning teacher.
Report Card Grades

- Academic grades are reported each nine weeks. Semester averages are reported at the end of each semester. Report card grades are an indication of student performance.
- Academic grades, citizenship or conduct, and attendance are reported each nine weeks.
- Semester averages are reported at the end of each semester.
- Report cards will be issued to students to take home to parent/guardian at the end of each nine weeks.
- Interim progress reports will be issued at the midpoint of each nine weeks.
- Grades are figured on the following percentage basis:
  
  90-100 = A • 80-89 = B • 70-79 = C • 60-69 = D • 59 and below = F
  
- Citizenship or conduct marks are based on the judgment of the individual teacher concerning cooperation, courtesy, fairness, initiative, carefulness, dependability, leadership, and self-confidence: 1 = Excellent • 2 = Satisfactory • 3 = Unsatisfactory
- Parents are urged to call the school and confer with the counselors, teachers and staff if they have any questions regarding students’ progress. Conferences with teachers are to be scheduled before school, after school, or during teacher’s planning period. Teachers will not be interrupted during class time to attend a parent conference unless there is an emergency situation.
- The final grade for the nine weeks is weighted 70% for assessments and 30% for homework/classwork.

The grades of a child in foster care shall not be lowered due to an absence from school due to:
- A change in the child’s enrollment
- The child’s attendance at a dependency-neglect court proceeding; or
- The child’s attendance at court-ordered counseling or treatment.

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:
- A = 4 points
- B = 3 points
- C = 2 points
- D = 1 point
- F = 0 points

The grade point values for Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. A complete set of guidelines is available in the Hot Springs School District Policy Manual.

Grading & Weighting
In order to help strike an appropriate balance between the Lesson Practice and Activities portion and the Unit and Course/Grade Level Understanding and Performance portion, all Hot Springs School District teachers, as set forth below, should weigh all scores collected in their grading process. The weighted balance reflects the district’s emphasis on assigning periodic grades.

1. UNIT AND COURSE/GRADE LEVEL UNDERSTANDING AND PERFORMANCE
   Grades 7-12 inclusive: **NO LESS THAN 70% OF FINAL GRADE** includes the following:
   a. Unit (chapter) assessments
   b. Unit or major performance tasks-mainly products, performances, and projects (e.g., essays; artwork; visual representations; models; oral presentations; lab experiences; live or recorded performances)
   c. District (course/grade level) Assessments

2. LESSON PRACTICE AND ACTIVITIES grades 7-12 inclusive: **NO MORE THAN 30% OF FINAL GRADE** includes the following:
   a. Independent practice on daily work (daily assignments and homework)
   b. Brief progress checks (e.g., small quizzes over one or more lessons; reviews or warm-ups)

**Loss of Weighted Value (IB and AP Classes):**
The Arkansas Department of Education has ruled that students must take official culminating and externally scored tests in both Advanced Placement (AP) and International Baccalaureate (IB) courses in order to receive weighted grade point values.

If a course is both IB and AP, students must take the culminating exams for both educational services. Students enrolled in single-year IB/ AP courses who do not take both the AP and IB exams, will lose the weighted credit for that concurrent IB/AP course such as AP Literature and Composition. If, in a two-year IB course a student does not sit for the AP exam but does sit for the IB examination, he/she will retain weighted credit for IB English 11. If a student transfers into HSWCHS and enrolls in the AP Literature course in grade 12 without having been enrolled in IB Literature in grade 11, that student will receive weighted credit for the AP course by testing in AP. Finally, students enrolled in AP Art must submit a portfolio in order to retain their weighted credit in that course. Weighted value will be removed as required by Arkansas law prior to 7th semester ranking.

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Arkansas Smart Core Curriculum

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a Smart Core Waiver Form to not participate.

While Smart Core is the default option, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student’s permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the student's permanent record. This policy is to be included in student handbooks for grades 7-12 and both students and parents must sign an acknowledgement they have received the policy.

Those students not participating in the Smart Core curriculum will be required to fulfill the Core Curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms. While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized.

Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths. This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel. Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each.

This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school’s annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school’s counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district’s students.
Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph. To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of “eligible child” in Policy.

**CURRICULUM REQUIREMENTS:** Students must take **ONE** course in each subject + unit square

<table>
<thead>
<tr>
<th>SMART CORE</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td>English 09 Pre AP English 09</td>
<td>English 10 Pre AP English 10</td>
<td>English 11 Pre AP English 11 IB English 11</td>
<td>English 12 IB English 12</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td>Algebra (offered 7 grade+)</td>
<td>Geometry Pre AP Algebra II (offered 8th grade+)</td>
<td>Algebra II Pre AP Geometry</td>
<td>Algebra III IB Math AP Statistics Pre-Cal/ Trig College Algebra</td>
</tr>
<tr>
<td>* Computer Programming course may be substituted</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Social Sciences</strong></td>
<td>Civics (½ unit) Economics (½ unit)</td>
<td>World History Pre AP World History</td>
<td>American History IB American IB Contemporary</td>
<td><strong>No 4th unit required</strong></td>
</tr>
<tr>
<td><strong>Natural Science</strong></td>
<td>Physical Science Pre AP Physical Science</td>
<td>Biology PreAP Biology IB Biology I/ II</td>
<td>Chemistry IB Chemistry Physics IB Sports, Exercise, and Health</td>
<td><strong>No 4th unit required</strong> NPTC 4th Science: *Prin. of Engineering *Civil Eng. &amp; Architecture</td>
</tr>
<tr>
<td><strong>Electives</strong></td>
<td>PE (½ unit) Health (½ unit) Fine Arts (½ unit) Oral Comm (½ unit)</td>
<td></td>
<td></td>
<td>2 same-language foreign language</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>6 career-focused units</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>CORE</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<td>Chemistry</td>
<td>No 4th unit required</td>
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</tr>
<tr>
<td></td>
<td>Pre AP Physical Science</td>
<td>PreAP Biology IB Biology I/ II</td>
<td>IB Chemistry Physics IB Physics</td>
<td></td>
</tr>
</tbody>
</table>

| Electives       | PE (½ unit)       | Health (½ unit) | Fine Arts (½ unit) | Oral Comm (½ unit) | 6 career-focused units |

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SEMESTER EXAMS

In order to earn credit in a class, a student must be in full attendance until the end of the semester and must fulfill all requirements, INCLUDING THE COMPLETION OF SEMESTER EXAMS. Semester exams will count for 20% of a student’s final grade. All students will take semester exams for all courses at the end of the fall semester. In the spring semester, students may earn exemptions under the following terms.

EXEMPTION POLICY

A. The purpose of the Spring Semester Test Exemption Policy is to encourage good class attendance, not to punish poor attendance. Although there is value in preparing for and taking comprehensive test, there is no substitute for students being present for classroom instruction and activities. Semester exams are a part of every class. The reward for good class attendance gives some students the option of test exemption. B. The secondary schools allow students to claim exemptions from spring semesters examinations. In order to be eligible for an exemption, the student must meet the guidelines based on the number of absences a student accrues during the semester, the course average, and conduct in school. To claim an exemption the student must meet the following guidelines:

Hot Springs Junior Academy Students enrolled in credit courses will be required to follow the semester exam exemption policy. (Physical Science, Algebra 1, Survey of Business, Family and Consumer Sciences, Spanish 1, )

A student must take all State Mandated Assessments and seniors (HSWCHS) must participate in all required graduation requirements in order to be considered for exemption.

Students may earn exemptions from the spring semester examinations only if the following apply.

i. Attendance/Grades:
   1. “A” average in class – no more than four (4) absences.
   2. “B” average in class – no more than three (3) absences.
   3. “C” average in class – no more than two (2) absences.

ii. Conduct: Students will be exempt on a class-by-class basis with the following exception(s):
   1. A student who has been suspended out of school or who has served more than one (1) In-School suspension term will not be exempt from any semester tests.

iii. Absences:
   1. Absences codes that “count” toward totals are: Parent Note and Absent.
2. Absence codes that are EXEMPT from totals: Excused, Medical, Sent Home by Nurse.
3. Absences will be determined by the individual teacher gradebook; therefore, a student may have to take a test in one block and not the next depending on when they are absent and when they check in/out.
4. Students may elect to take semester exams. For those students who are exempt but choose to take an exam, an exam grade that will lower the student's overall average will not count toward the student's grade; an exam grade that will raise the student's overall average will count toward the student's grade. (HSWCHS only) Those students who are exempt and choose to attend school on semester exam days will be required to take all exams for which they are present.
iv. All teachers will participate in the exemption program.
v. Students will not be exempt if they have outstanding fines or fees.
vi. The student's teacher shall be responsible for determining whether the student is eligible to claim an exemption based on the average in class and office generated attendance/conduct list.
vii. All students will follow the above guidelines. Absences are accumulated per class.

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GRADUATION REQUIREMENTS

Smart Core/ Core Curriculum
Hot Springs World Class High School students must earn a minimum of 23 units for graduation for a student participating in either the Smart Core or Core Curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional technology unit to graduate for a total of 23 units.

College Prep Seal
Students must complete 24 units, including two (2) in foreign language. The additional required units may be taken from any electives offered by the district.

*There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

*Freshmen students will complete this graduation requirement in their Citizenship/ Civics course.

CLASSIFICATION OF STUDENTS
FRESHMAN 0-5.5 Credits
SOPHOMORE 6-11 Credits
JUNIOR 10.5-16.5 Credits
SENIOR 17-23+ Credits

Valedictorian & Salutatorian
Under ACT 980 in order to qualify for valedictorian, salutatorian or honor graduate of a public high school or to qualify for membership in the National Honor Society of its equivalent, students must successfully complete a minimum core of high school courses recommended for preparation for post-secondary education (college prep) or a more rigorous program of vocational study recommended by the State Board of Education.

Students must attend HSWCHS their junior and senior years in order to qualify for valedictorian or salutatorian. Exchange students are excluded for graduation and ranking.
ACT 478: CITIZENSHIP EXAM
Under ACT 478 “AN ACT TO REQUIRE THE PASSAGE OF THE CIVICS PORTION OF THE NATURALIZATION TEST USED BY UNITED STATES CITIZENSHIP AND IMMIGRATION SERVICES BEFORE A STUDENT MAY RECEIVE A HIGH SCHOOL DIPLOMA OR A HIGH SCHOOL EQUIVALENCY DIPLOMA FROM A STATE ENTITY; AND FOR OTHER PURPOSES” requires all current and future high school students to take and pass a citizenship test before they may receive a diploma or GED. Hot Springs World Class High School will assist students in passing the exam by providing study resources and time during the school day for testing. More information can be found in the following link:

ACT 480: PERSONAL FINANCE
ACT 480 requires all high school students to take a course that prioritizes Personal Finance standards. Hot Springs World Class High School currently offers two courses that meet this law: Economics (grades 10-12) and Financial Literacy (10-12). More information regarding personal finance standards can be found in the following link:

Early Graduation

ACT 648: SERVICE LEARNING
Under ACT 648, a student who has completed a minimum of 75 clock hours of documented community services in grades 9-12 as certified by the service agency or organization to the school shall be eligible to receive one career-focus academic credit that may be applied towards graduation. A list of approved agencies are in the guidance counselor’s office.

To document service hours, we have created a printable form found here. There are also copies available to the student in the guidance and Mrs. Simms’ offices. The forms require a supervising adult’s signature as well as a reflection of the activity by the student.

Who can certify hours?
1. Any adult employed by Hot Springs School District can certify hours for school-based service activities.
2. Any employee or agent of a non-profit/ organization on this list or who has applied and gained approval through the school board

What hours count?
1. Those that are earned outside of the school day.
2. Those that are not a requirement of a school course.

What does NOT count?
1. Office/ library aide time
2. Projects for which a course grade is assessed.
3. Projects conducted during school hours.

*If a student’s personal time is spent and no class grade is awarded, community service hours shall be awarded.

Any student enrolled in the District who has earned the number of credits required for graduation from high school shall be eligible to graduate regardless of the grade level of the student. Such student forfeits all privileges to participate in any school sponsored activity subsequent to the date of early graduation, including but not limited to, prom and athletics. Such students shall, however, be allowed to participate in the graduation ceremony. However, the Board will accept modifications of the four-year attendance requirement for high school graduation provided the student has satisfactorily completed the requirements for graduation as set forth by the State Board of Education and the Hot Springs School District.

EARLY GRADUATION
Students planning to graduate early must notify the district of their decision in a timely manner. In order to graduate early, a student must complete seven (7) semesters or three and 1/2 years of high school attendance and have successfully completed the terms of the Hot Springs School District Graduation Requirements.

The following procedures must be followed when a student requests early graduation:

1. It is recommended that students indicate their intentions to a counselor any time during their sophomore year.
   a. A cumulative grade point average of 3.0 is recommended to apply for early graduation.
   b. The student and parents/guardians will set up a conference with the counselor to complete the following:
      i. Academic credit check
      ii. Document reasons for early graduation that align with post high school plans
      iii. Set up a tentative final schedule
      iv. Give parental/guardian permission form for early graduation, which must be completed and returned to the principal
      v. Instruct student to have parent/guardian and student request conference with counselor, principal, student and parent/guardian after the permission form is completed
      vi. A conference with the principal is mandatory. The principal will approve or disapprove the student request for early graduation. If the student disagrees with the recommendation of the principal, the request may be appealed to the superintendent.
AMERICAN COLLEGE TESTING (ACT)

Juniors will participate in a free ACT Assessment in the spring semester as part of the state mandated testing required. All 11th and 12th grade students may receive one free ACT reimbursement per Hot Springs High School experience (11th or 12th grade year). Students on free/reduced lunch list may request an ACT Fee waiver (see your counselor for all ACT information).

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CREDIT RECOVERY PROGRAMS

In our desire to encourage students to graduate from high school in a timely manner, the Hot Springs School District has established a credit recovery program and provides students with the option to attend summer school.

Students who fail to earn required credits in grades 9-11 are strongly encouraged to attend the Hot Springs World Class High School summer school program in order to earn these credits. The summer school program enables students to earn credits through the APEX program. Certified teachers are also available to provide students with guidance and help in the coursework. The program is free of cost, but students are required to follow all regulations in order to remain in the program. Students and parents are provided with a copy of the rules and regulations upon entering the summer school program. See your student’s Guidance Counselor for additional information.

Credit recovery is also available to students on a pre-approved basis. Credit recovery is offered as a course option throughout the school day. In general, students must have signed a contract in order to enroll in either summer school or credit recovery. For the most part, the same rules and regulations apply to summer school and credit recovery as apply to standard school behavior with some specific exceptions in regard to attendance and behavior. Students enrolled in either program are expected to make satisfactory progress toward recovering credits.

PRETEST GUIDELINES:

Students enrolled in Credit Recovery courses through Apex will be allowed to take pretests before each unit to determine competency/mastery of skills in the unit. If the student demonstrates mastery, they will be allowed to move to the next unit. This will help students recover credits and graduate on time.

1. Pre-tests can only be taken at school.
2. Students can only pretest once per unit and must make a 70% or higher to test out of the unit. Scores below a 70% will require the student to complete the work for the unit.
3. If a student receives a score higher than 70% they will get the score they earned on that unit.
4. The following table outlines the number of units of which students may pretest
5. Students will have to take their semester examine in Apex and can not pre-test out of it. (Students can take this test on paper or the computer.)
<table>
<thead>
<tr>
<th>Units Per Class</th>
<th>Units Student Can “Test Out Of”</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>5-6</td>
<td>3</td>
</tr>
<tr>
<td>7</td>
<td>4</td>
</tr>
<tr>
<td>8-12</td>
<td>5</td>
</tr>
</tbody>
</table>
CONCURRENT COLLEGE CREDIT

Hot Springs World Class High School is happy to be able to offer students concurrent college and high school credit through National Park College. Students who are enrolled in specific college classes for concurrent credit will receive one full credit for each semester passed. Example, if a student takes Freshman Composition I and II, the student will receive two high school credits and two college credits.

It is important to note the following in regard to these classes:

1. Students who fail to receive a C or better in the course will NOT receive college credit, but the D/F will reflect as part of the college transcript and will negatively impact future college financial aid. The student will, however, receive high school credit for the class with a grade of D.
2. Students have the option of dropping the class for college credit and still retaining the high school credit under very specific circumstances. The student must notify his counselor and the college of the decision by the official college “drop” date that he is withdrawing from the course for college credit. (Teachers can provide information regarding “drop” date.)
3. Since this class receives a full credit for each semester, any grade has a substantial impact on the GPA, either for the better or the worse.
4. Hot Springs World Class High School cannot change these regulations as they are determined by the college and/or state law.

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WITHDRAWAL FROM SCHOOL

Any student withdrawing from school must go through a formal checkout procedure. This will be initiated by the parent/guardian who may check their student out through the counselor’s office. All books and other school-owned materials/equipment must be returned to the proper administrator and all debts cleared through the office and library.
STUDENT TRANSFER RECORDS

Students returning to HSSD schools from home school or transferring from other school districts or a private school must produce nationally recognized norm referenced test results from the previous year. All grades from previous schools must be transferred to Hot Springs World Class High School.

The homeschooled student or his/her parent/legal guardian must produce grades for specific course objectives from an accredited agency. Students for whom records cannot be produced will be required to take an “End-of-Level” or criterion referenced test for purpose of placement. An 80% mastery of test objectives must be achieved to receive grade and appropriate credit.

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GUIDANCE COUNSELORS

Each student is assigned to a guidance counselor. Counselors assist students in choosing courses to take, verifying that graduation requirements are being addressed and in making plans for post high school education and/or employment. (The ultimate responsibility lies with the student/parent to follow the state/local mandated graduation requirements). The counselor also assists the student by conferring with teachers and parents when either party requests assistance. Students are invited to see their counselors when they need help, information, or just want to talk.

Hot Springs World Class High School
Amy Snider, Senior Counselor
Brittany George, Academy of Liberal Studies and Academy of Industrial Technology
Dawn Rose-Anderson, Academy of Education and Healthcare and Academy of Business and Technology

Hot Springs Junior Academy
Katelyn Walker, Counselor
Jerry Scroggins, Counselor

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SENIOR YEAR INFORMATION

Senior Dues: Senior Dues are $50 and must be paid before a student can attend prom or graduation.

Senior Activity Guidelines

Prom Rules: As with any extracurricular event, all school Rules apply

1. Only seniors on track to graduate are allowed to attend prom.
   a. Are in good standing in coursework and attendance
   b. Are on track to complete credit recovery courses by graduation
2. Students enrolled in ALE will be allowed to attend HSWCHS Prom provided they meet the criteria agreed upon by ALE and HSWCHS administration.
3. Students who are serving a suspension are not allowed to attend prom.
4. Students’ dates to prom must be at least a sophomore in high school and no older than 20 years.
   a. If a graduating senior wishes to bring a date who is not a graduating senior, they must sign their date up in the office at least 5 school days before prom.
   b. If a graduating senior’s date does not attend HSWCHS, dates must complete and submit to the front office the Prom Date form provided at least 5 days before prom. This form requires a signature from their school administrator/supervisor
5. A senior may bring one date.
6. All prom attendees, including HSWCHS students, must provide an ID to enter prom.
7. The use of drugs and/or alcohol is strictly prohibited. Any student who violates this rule may lose the privilege of participating in graduation ceremonies and be subject to further disciplinary action.
8. Senior Prom is a school function and any student breaking school rules will be disciplined according to school policies.
9. Anyone leaving the second floor of the Arlington during the prom cannot return to the prom.
10. Senior dues ($40) must be paid in full to attend prom.

Graduation

In order to participate in the graduation ceremony, students must fulfill and complete all academic graduation requirements. Students must not owe office/library obligations. Academic requirements must be met the Friday before graduation, excluding the completion of semester exams (if schedule requires). Obligations must be cleared no later than the Friday before graduation except in cases where students must keep textbooks to study for exams.

Students who graduate with a GPA greater than or equal to 3.5 but less than 4.0 will graduate with Honors. Students graduating with a GPA greater than or equal to 4.0 will graduate with
High Honors. All male graduates are to wear dark dress pants, white dress shirts, and ties under the graduation robe. All female graduates should wear a dark dress and dress shoes.

**Unconditional Admissions to an Arkansas Public College or University**

ACT 1290 of 1997 amended previous statutory language regarding the courses that high school students must complete in order to be admitted unconditionally to a public college or university in Arkansas. Acting in response to this legislation, the Arkansas Higher Education Coordinating Board has established a core curriculum set of courses required for unconditional admission. Students who graduate from high school in 2004 or later, and enter college that fall or subsequent years, will have to complete four (4) mathematics courses as well as four (4) English units, three (3) Natural Science units, and three (3) Social Studies units that are part of the current recommended core curriculum.

**Academic Requirements for Arkansas Academic Challenge Scholarship Program/ Lottery Program**

A student must complete the pre-collegiate core curriculum recommended by the Arkansas Boards of Education and Higher Education. Arkansas Academic Challenge Scholarship recipients must have at least a 19 on the ACT.

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INTERNATIONAL BACCALAUREATE PROGRAMME

The International Baccalaureate Programme (IB) is a comprehensive and rigorous college-preparatory program designed to meet the needs of academically-talented and highly-motivated high school students. Only schools authorized by the International Baccalaureate Organization (IBO) are authorized to offer the IB curriculum and to allow students to sit for IB examinations, which may lead to the earning of the highly coveted International Baccalaureate Diploma. IB students follow a prescribed course of study in six disciplines, sit for examinations in each discipline, and fulfill additional requirements of the program.

Internationally recognized as one of the most challenging college-preparatory curricula available, this prestigious program is offered in over 100 schools in 100 countries. Students enrolled in the program are assured that their courses of study meet world standards. The student who fulfills the requirements of the IB Diploma Program demonstrates a strong commitment to learning, both in terms of mastery of subject content and in the development of the skills and discipline necessary for success in a competitive world. Students who are classified as International Baccalaureate Diploma candidates have some differences in their graduation requirements from students who are not IB Diploma candidates as do IBCP candidates.

International Baccalaureate Options

1. The **IB Diploma Candidate** is one who is enrolled in and will sit for examinations in six IB classes over the course of two years. The examinations will be paid for by the Hot Springs School District *unless* the Diploma Candidate fails to meet all deadlines in regard to required Internal Assessments or fails to meet other IB requirements.
   a. Students MUST take the following 2-year Higher-Level courses:
      i. English Literature
      ii. History
      iii. Biology
   b. Students MUST choose a foreign language and will complete 2 additional years of study:
      i. Spanish
      ii. French
   c. Students MUST take 3 IB Electives from the following options:
      i. Psychology
ii. Business Management  
iii. Math  
iv. Physics/Chemistry  
d. Students MUST complete and submit requirements in the IB Core:  
i. Extended Essay  
ii. Theory of Knowledge  
iii. Creativity, Activity, and Service  

d. The IB student (previously called the IB certificate student) is one who is enrolled in fewer than six IB classes and will sit for examinations in all IB classes in which he/she is enrolled. The cost of the examinations for these IB students will be paid for by the Hot Springs School District unless the IB student fails to meet all deadlines in regard to required Internal Assessments, does not meet guidelines listed below, or fails to maintain a passing grade in the course being tested. (The student must have a passing grade in the IB course for the semesters that precede the examination.)  

3. The IBCP Candidate is one who takes IB courses and completes and a career-focused program of study.  
a. Students must choose to take at least two IB courses from those listed above.  
b. Students must complete a career-related program of study.  
c. Students MUST take IBCP Core I and II in which students will complete  
i. A Reflective Project  
ii. Career-Related Community Service  
iii. A Foreign Language Journal  
iv. Personal and Professional Skills coursework  

Because of the rigor of their coursework, and the number of courses required by the Diploma Program, Diploma Candidates are not required to fulfill the following requirements:  
1. the senior portfolio or senior interview  
2. the one unit of technology required by the district  

IBCP candidates will make senior presentations through their IBCP Core course rather than through the standard senior portfolio/presentation program.  

* Students who leave either the Diploma or Career-Related Program at the end of their eleventh grade year or in December of their senior year will be required to make up above requirements unless extenuating circumstances exist. Exceptions must be
approved by the principal. Additionally, loss of weighted credit will occur in each IB class the student drops.

**IB Admissions Procedures and Program Requirements**
The International Baccalaureate Programme (IB) is a comprehensive and rigorous college-preparatory program designed to meet the needs of academically-talented and highly motivated high school students. Hot Springs World Class High School, a public conversion charter school, believes that students who wish to challenge themselves both academically and personally should be afforded the opportunity. Students choosing to participate fully or partially in the IB Diploma Programme (IBDP) or IB Career-related Programme (IBCP) are not required to take an entrance exam, but he or she must first elect to take the challenge. While parents or guardians might want their child to participate in the IBDP/IBCP, experience has shown that the student must also be motivated to participate in order to benefit from the program.

IB Diploma students normally enter IBDP/IBCP through the Middle Years Programme of the International Baccalaureate and/or through a freshman/sophomore year(s) course of study designed to prepare them for the rigors of the college preparatory IBDP/IBCP. In order to enroll as an IB Diploma candidate or in order to enroll in IB Language A: English HL, a student must have satisfactorily completed the MYP Personal Project. Exceptions can be made for students who were not enrolled in HSWCHS in the tenth grade.

When a tenth grade student expresses interest in the full program, the coordinator will schedule a meeting with the student. At this meeting, the student and coordinator will discuss both academic and career goals, reviewing pertinent documentation: transcript, standardized scores (ACT Aspire, NWEA), and teacher recommendations. If there are any concerns regarding the appropriateness of participating in the full program, the student, parents, counselor and coordinator, will discuss and find possible interventions and strategies to help the student be successful in his/her chosen course(s). It is highly recommended that students speak with their current subject-area teacher to determine whether an IBDP subject is an appropriate choice.

Any decisions regarding the participation in the IBDP must be approved by each student's parent or guardian, signified by his or her signing of the student's course request form completed in the spring of the preceding year of enrollment.

**Revision Policy**
The HSWCHS IB Diploma Programme Admission Policy will be reviewed by IB teachers, IB coordinator, counselors, administration and school leadership team each summer to ensure the document reflects the needs and desires of our school and district.

**Communicating the policy**
The policy will be placed on the Hot Springs School District website, HSWCHS Student Handbook, and made available to families at Parent/Teacher Conferences and IB Parent Nights.

**Reference**
International Baccalaureate Organization (September 2016), General Regulations, Geneva: IBO.

**IB MIDDLE YEARS PROGRAMME**
Hot Springs School District provides its students in grades 5-10 with the IB Middle Years Programme curriculum. As designed by the IBO and approved by the Arkansas Department of Education, the MYP provides a framework of academic challenge that encourages students to embrace and understand the connections between traditional subjects and the real world and to become critical and reflective thinkers. This program operates at Hot Springs Intermediate, Junior Academy, and High School and provides a curriculum that enables students to move through the three campuses with an integrated and aligned curriculum.

The program consists of eight subject groups: students are required to study their mother tongue, a second language, humanities, sciences, mathematics, arts, physical education, and technology during each year of the program; under certain circumstances waivers may be granted for physical education in the last year of the program. In the final year of the program (grade 10), students also engage in a personal project, which allows them to demonstrate the understandings and skills they have developed throughout the program. Taken as a whole, the curriculum provides a balanced education that will equip young people for effective participation in the modern world.

The overall philosophy of the MYP is expressed through three fundamental concepts that support and strengthen all areas of the curriculum.

- Intercultural awareness
- Holistic learning
- Communication

Within the MYP students who anticipate seeking the IB Diploma or who plan to take IB or other advanced courses such as Advanced Placement should take courses designated as pre-AP in grades 9-10 as part of the MYP. These are more academically rigorous courses designed for highly motivated students and are strongly recommended for these students. At this time these courses are designated as follows:
Some other courses are designated as pre-AP because in some cases they may provide students the opportunity to earn college credit for the classes as indicated. While there are no absolute prerequisites for taking these courses, the following guidelines should be followed. Students who wish to take these pre-AP courses and who do not meet these guidelines are asked to have a conference with the IB Diploma Coordinator and provide parent signatures before signing up for these courses.

- Students taking any pre-AP course must have a passing grade in the course that precedes the pre-AP course; it is STRONGLY recommended that the student have a high C or better for both semesters in the course that directly precedes the pre-AP course.
- Students who wish to take pre-AP English MUST complete the summer assignment; students who do not receive the summer assignment before the new school year begins must complete the summer assignment within a reasonable time period as designated by the classroom teacher.
- It is strongly recommended that students taking pre-AP English, pre-AP Biology, pre-AP Civics, and pre-AP World history be reading at or above grade level as designated by at least one standardized test. Excellent reading skills are critical for students who wish to succeed in these courses.
- Students taking pre-AP Geometry or pre-AP Algebra II should have a proficient or advanced score on the EOC and have a grade of B or better in the preceding course.
- Students taking pre-AP Physical Science should have satisfactorily completed Algebra I, Geometry, and be enrolled in Algebra II.
- It is recommended that students who routinely miss school (more than 8 days per semester regardless of the reason), who have a record of behavior infraction (as evidenced by written documentation), or who fail to have a GPA of 2.5 or better SHOULD NOT enroll in any pre-AP courses.
Rationale for Selection of the Program
Summit Learning is a mastery-based educational platform that allows students and teachers more freedom in pacing and more autonomy in meeting the needs of individual students. The Platform is science-based and is founded on 4 principles: Cognitive Skills (Projects), Content Knowledge (Power and Additional Focus Areas), Habits of Success and Sense of Purpose (1:1 Mentorship). The platform is used as a support for instructional delivery NOT as a replacement for classroom instruction.

The Pillars and Grading
Grading Summary

<table>
<thead>
<tr>
<th></th>
<th>% of Total Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Projects</td>
<td>70%</td>
</tr>
<tr>
<td>Power Focus Areas (PFA’s)</td>
<td>21%</td>
</tr>
<tr>
<td>Additional Focus Areas (AFA’s)</td>
<td>9%</td>
</tr>
</tbody>
</table>

Cognitive Skills: The Pillar for Projects
Summit has identified 36 cognitive skills that empower students with transferrable, lifelong skills-developing an argumentative claim, presenting a clear idea, and interpreting data, to name a few. These skills are essential for success in college and career.

To this end, students spend the majority of their time immersed in real-world projects that build multiple Cognitive Skills across grade levels and subject matter. Projects are built with a series of checkpoints for formative feedback in a performance-based assessment such as an essay, lab report, or presentation.

If a course has a cognitive skill scored in multiple locations, students earn the score for the most recent demonstration of the cognitive skills. This measures student progress and allows students to earn higher scores.

Projects: 70% of a student’s grade in each course

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of Projects</th>
<th>Percent of total grade Per Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 07</td>
<td>6</td>
<td>11.7%</td>
</tr>
<tr>
<td>English 08</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Subject</td>
<td>Number of Projects</td>
<td>Percent of total grade Per Project</td>
</tr>
<tr>
<td>-------------------------</td>
<td>--------------------</td>
<td>-----------------------------------</td>
</tr>
<tr>
<td>Math 07</td>
<td>8</td>
<td>8.7%</td>
</tr>
<tr>
<td>Math 08</td>
<td>8</td>
<td>8.7%</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>9</td>
<td>7.7%</td>
</tr>
<tr>
<td>Arkansas History 07 (semester)</td>
<td>4</td>
<td>17.5%</td>
</tr>
<tr>
<td>Geography 07 (semester)</td>
<td>Under construction</td>
<td></td>
</tr>
<tr>
<td>U S History 08</td>
<td>6</td>
<td>11.7%</td>
</tr>
<tr>
<td>Science 07</td>
<td>6</td>
<td>11.7%</td>
</tr>
<tr>
<td>Science 08</td>
<td>7</td>
<td>10%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>6</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

**Projects:** 70% of a student's grade in each course

<table>
<thead>
<tr>
<th>Subject</th>
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<th>Percent of total grade Per Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 09</td>
<td>6</td>
<td>11.7%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>4</td>
<td>17.5%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>6</td>
<td>11.7%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Pre AP Biology</td>
<td>5</td>
<td>14%</td>
</tr>
<tr>
<td>Citizenship Seminar</td>
<td>3</td>
<td>23.3%</td>
</tr>
</tbody>
</table>

- Projects are cumulative unit assessments
- Teachers deliver classroom instruction that helps students be successful in completion of projects
- The Summit Learning platform contains additional resources like videos, webpage links, interactive tools, and graphic organizers that provide additional assistance to students in the successful completion of Projects
- Certain days are set aside for student completion of projects. Each grade-level has a different schedule. This information will be available through the school's office
- Projects are scored on a rubric that the students are given at the beginning of the study
Projects are divided into “checkpoints,” project sections, that help students assemble the bigger, whole.
Teacher provide feedback at each checkpoint to help students earn the best grade possible.
It is up to the student to implement the feedback given by the teacher.
Students may re-submit projects throughout the year to improve their score(s).
Projects are “Mastery-Based” (see section below for details).

Content Knowledge: The Pillar for Power and Additional Focus Areas
Summit PFA's and AFA's equip students with essential skills that prepare students for life, not just tests. Students must understand academic subjects more deeply than a web search can provide. Students need broad content knowledge in order to put cognitive skills to work.

The Summit approach places students at the center of their learning journey, empowering them to set goals, understand how they learn best, and deeply understand rigorous content that sets them up for success in college and careers.

Power Focus Areas (PFA's): 21% of a student's grade in each course

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of PFA's</th>
<th>Percent Per PFA</th>
</tr>
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<tbody>
<tr>
<td>English 07</td>
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<td>2.1%</td>
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<tr>
<td>English 08</td>
<td>11</td>
<td></td>
</tr>
<tr>
<td>Math 07</td>
<td>8</td>
<td>2.6%</td>
</tr>
<tr>
<td>Math 08</td>
<td>8</td>
<td>2.6%</td>
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<tr>
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<td>10</td>
<td>2.1%</td>
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<td>U S History 08</td>
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<td>2.1%</td>
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<tr>
<td>Science 07</td>
<td>10</td>
<td>2.1%</td>
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<tr>
<td>Science 08</td>
<td>10</td>
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<td>Physical Science</td>
<td>7</td>
<td>3%</td>
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<td>7%</td>
</tr>
</tbody>
</table>

- PFA’s are similar to classroom quizzes one would see in a traditional classroom
- Teachers deliver classroom instruction that helps students be successful in the completion of PFA’s
- The Summit Learning platform contains additional resources like videos, webpage links, interactive tools, and graphic organizers that provide additional assistance to students in the successful completion of PFA’s
- Certain days are set aside for student completion of PFA’s
- Students must “request” the assessment from their teacher(s) and may be required to show notes before permission is granted
- Students receive FULL credit (the percentage in the right-most column) when they demonstrate “mastery” (typically 8/10, but sometimes 7/10 on their assessment)

**Additional Focus Areas (AFA’s):** 9% of a student’s grade in each course

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of PFA’s</th>
<th>Percent Per APFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 07</td>
<td>4</td>
<td>2.25%</td>
</tr>
<tr>
<td>English 08</td>
<td>3</td>
<td>3%</td>
</tr>
<tr>
<td>Math 07</td>
<td>4</td>
<td>2.25%</td>
</tr>
<tr>
<td>Math 08</td>
<td>6</td>
<td>1.15%</td>
</tr>
<tr>
<td>Algebra 1</td>
<td>7</td>
<td>1.28%</td>
</tr>
<tr>
<td>Arkansas History 07 (semester 1)</td>
<td>2</td>
<td>4.5%</td>
</tr>
<tr>
<td>Geography 07 (semester 2)</td>
<td>Under construction</td>
<td></td>
</tr>
<tr>
<td>U S History 08</td>
<td>4</td>
<td>2.25%</td>
</tr>
</tbody>
</table>
### Additional Focus Areas (AFA's): 9% of a student’s grade in each course

<table>
<thead>
<tr>
<th>Subject</th>
<th>Number of PFA’s</th>
<th>Percent Per PFA</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 09</td>
<td>8</td>
<td>1.1%</td>
</tr>
<tr>
<td>Algebra I</td>
<td>9</td>
<td>1%</td>
</tr>
<tr>
<td>Algebra II</td>
<td>8</td>
<td>1.1%</td>
</tr>
<tr>
<td>Physical Science</td>
<td>6</td>
<td>1.5%</td>
</tr>
<tr>
<td>Pre AP Biology</td>
<td>5</td>
<td>1.8%</td>
</tr>
<tr>
<td>Citizenship Seminar</td>
<td>4</td>
<td>2.25%</td>
</tr>
</tbody>
</table>

- AFA's are how students earn the last few points to the next letter grade.
- AFA’s are additional opportunities for students and are NOT directly taught in the classroom.
- AFA's contain study materials and graphic organizers materials similar to PFA's that allow students to progress at their own pace through material.
- AFA's are similar to homework because student must put in extra effort to complete them.
- Teachers will most certainly provide support to students in these areas when asked.
- Students must “request” the assessment from their teacher(s) and may be required to show notes before permission is granted.
- Students receive FULL credit (the percentage in the right-most column) when they demonstrate “mastery” (typically 8/10, but sometimes 7/10 on their assessment).

### Habits of Success and Sense of Purpose: The Pillars of the Whole Child

#### Habits of Success
Learning isn’t confined to the four walls of a classroom. The Summit model acknowledges that social-emotional learning- resilience, social awareness, sense of belonging- supports a student’s academic and non-academic pursuits.

Through weekly one-on-one mentoring, self-directed learning, and project-based learning, teachers guide students as they develop habits of success such as self-awareness, tenacity, and curiosity.
**Sense of Purpose**  
When students see the bigger picture behind their schoolwork, they are able to persist towards their goals when the difficulty of work increases. Students feel socially connected, supported, and respected when they have a sense of belonging. They trust their teachers and their peers and feel valued.

**Student Disposition**  
Students will be asked to demonstrate responsibility by taking ownership of their education. Students will have the opportunity to have one-on-one discussions with their teachers as they progress through their learning.

Students are expected to complete work outside of class, if necessary, to stay on track of coursework. Students have access to the Summit Learning platform with any internet connection. In the platform, students have access to support materials that will help them walk through content when they are not with their teacher(s). Additionally, students will learn important note-taking strategies in the classroom that will help them transfer information between the classroom and other learning in locations.

**Grade Reporting and Extra-Curricular Eligibility**  
Because Summit Learning is mastery-based, the score at the end of the school year reflects the students mastery of the content. 9 weeks and first semester grades *may change* if in the best interest of the child (if the grade is higher).

9 weeks and first semester grades will be based on the student’s progress up to the date of reporting time. It is important to keep in mind that Summit uses a “progress line” and that scores may drastically change after the line passes a project’s due date. It is imperative that students stay current in their coursework. Parents have direct access to their child’s progress via [SummitLearning.org](http://SummitLearning.org) if they register with one of their child’s teachers.

Extra-curricular eligibility will be based upon the most recent score reports (4.5 week progress reports, 9 weeks/semester grades). See the “Eligibility” of this handbook for specific requirements.

**Summit Learning Extended Year/Extended Day Opportunities**  
Students who are unable to complete coursework (Projects and Power Focus Areas) are allowed and encouraged to complete Summit coursework in summer school. The school provides after-school opportunities for students to stay current during the school year as well.

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STUDENT BEHAVIOR

STUDENT DISCIPLINE

A. The Hot Springs School District Board of Education has a responsibility to protect the health, safety, and welfare of the district's students and employees. To help maintain a safe environment conducive to high student achievement, the board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:
   1. At any time on the school grounds;
   2. Off school grounds at a school sponsored function, activity, or event;
   3. Going to and from school or a school activity.

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

C. The district's policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Hot Springs School District Board of Education. The board shall approve any changes to student discipline policies.

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

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

F. The minimum penalty for student misconduct will be a verbal warning and the maximum penalty will be expulsion by the board or legal action dependent upon the severity and frequency of the misconduct.

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PROHIBITED CONDUCT

A. Students and staff require a safe and orderly learning environment that is conducive to high student achievement. HSJA and HSWCHS personnel recognize that each student discipline case must be handled on its own merits. While it is important that parents be notified about the behavior of students, it is also recognized that not every case of discipline needs to be reported to parents at the time of the offense. The circumstances of each may dictate a different approach. On offenses that result in either an in-school or out of school suspension, an effort will be made to notify parents immediately. Prohibited behaviors include, but shall not be limited to the following.

1. **Insubordination**- Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion Disorderly Conduct

2. **Disruptive behavior that interferes with orderly school operations**;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion Physical Abuse, Threat or Assault on a Student

3. **Willfully and intentionally assaulting or threatening to assault or physically abusing any student**;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion Verbal Abuse of a School Employee

4. **Harassing, threatening or inappropriate behavior directed toward any school employee**;
   - Minimum- Suspension
   - Maximum- Expulsion

5. **Physical Abuse, Threat or Assault on a School Employee**- Willfully and intentionally assaulting or threatening to assault or physically abusing any school employee;
   - Minimum- Suspension
   - Maximum- Expulsion

6. **Weapons**- Possession of any weapon or object that can reasonably be considered capable of causing bodily harm to another individual;
   - Recommended Expulsion – See Policy 4.22

7. **Tobacco**- Possession or use of tobacco or any tobacco related paraphernalia in any form on any property owned or leased by any public school;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Suspension

8. **Drug/Alcohol**- Possession, attempting to possess, selling, attempting to sell, buying, attempting to buy, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, any ingestible
matter, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
Minimum– Suspension
Maximum– Expulsion
9. Vandalism/Theft- Willfully or intentionally damaging, destroying, or stealing school property;
Minimum- Conference/Parent Notification/Restitution
Maximum– Expulsion/Restitution
10. Electronic Communication Devices- Misuse of any electronic devices on the school campus during normal school hours;
Minimum- Conference/Warning/Parent Notification
Maximum– Suspension/Restitution
11. Misuse of Medication- Medical Supplies Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
Minimum– Suspension
Maximum– Expulsion
12. Public Display of Affection- Inappropriate public displays of affection;
Minimum- Conference/Warning/Parent Notification
Maximum– Suspension
13. Cheating- Cheating, copying, forging, or claiming another’s work to be his/her own;
Minimum- Conference/Warning/Parent Notification
Maximum– Suspension
14. Gambling– Participation in any game of chance;
Minimum- Conference/Warning/Parent Notification
Maximum– Suspension
15. Dress Code- Inappropriate student dress; Students not in compliance will remain in ISS until they are appropriately dressed. This includes but is not limited to ID requirements.
Minimum- Conference/Warning/Parent Notification
Maximum– Suspension
16. Profanity- Use of vulgar, profane, or obscene language or gestures;
Minimum- Conference/Warning/Parent Notification
Maximum– Suspension
17. Truancy– Absence from school, assembly, or a class without parent and/or school authorities prior knowledge or consent;
Minimum- Conference/Warning/Parent Notification
*A court referral will be submitted after 6 truancies.
Maximum– ISS and FINS
18. Tardiness- Excessive tardiness;
Minimum- Conference/Warning/Parent Notification
Maximum– Suspension
**NOTE:** Secondary Tardies 1-4 Parent Notification; Tardies 5-8 Lunch Detention; Tardies 9 or more will result in Out-of-School Suspension

19. **Discrimination** - Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Suspension

20. **Hazing** - Hazing, or aiding in the hazing of another student;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Suspension

21. **Gangs or Gang-Related Activities** - Activities including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion

22. **Sexual Activity** - Sexual harassment or other sexual activity;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion

23. **Harassment or Bullying** - Harassing, verbally assaulting or inappropriately threatening another student;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion

24. **Disrupting the Learning Environment** - Any behavior that disrupts or threatens the learning environment including bomb threats, false alarms, inciting a riot, etc.
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion

25. **Loitering** - Inappropriate entry or assembly on a school campus;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion

26. **Electronic Misconduct** - Possessing, viewing, distributing or electronically transmitting sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
   - Minimum- Conference/Warning/Parent Notification
   - Maximum- Expulsion

27. **ID Misconduct 1** - Defacing ID, Mutilation, destroying, damaging, misusing, reproducing, altering or defacing any student identification card;
   - Minimum- Warning
   - Maximum- Suspension

28. **ID Misconduct 2** - Failure to identify, refusing to give one’s name or using a false name when asked by a school employee to identify one’s self. This includes failure to wear or properly display Student ID;
   - Minimum- Warning
   - Maximum- Suspension
29. **Vehicle Misconduct**- Operating a vehicle on school grounds while using a wireless communication device;
   Minimum– Warning
   Maximum– Suspension

30. **Subversive Behavior**- Behavior that is subversive to good order and discipline even though such behavior is not explicitly listed in the above rules;
   Minimum- Conference/Warning/Parent Notification
   Maximum– Expulsion

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

C. The Hot Springs School District reserves the right to pursue disciplinary, legal action or contact juvenile authorities for behaviors that justify such actions.

D. In extreme circumstances where law enforcement must be contacted immediately, every effort will be made to contact parents before students are removed from the campus by authorities.

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STUDENT ASSAULT OR BATTERY

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

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

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STUDENT RIGHTS, RESPONSIBILITIES AND LIMITATIONS

A public school functions similarly to a community with rules and regulations of the school similar to the laws of the community. Students have both rights and responsibilities.

Administrators and teachers, as members of this community, also have rights and responsibilities.

They have the rights afforded all citizens and the added responsibility of creating and maintaining an environment conducive to learning. Teachers and administrators are authorized to enforce the rules with disciplinary action. The principal and superintendent are authorized to temporarily suspend students for cause. The following regulations are designed to protect all members of the educational community in the exercise of their rights, responsibilities, and duties:

1. Identification requirement: All persons on school grounds, in school buildings, or at school-sponsored events must, upon request, identify themselves to school authorities.
2. Disruptive conduct: Students are responsible for their behavior. Blaming others for one's behavior is unacceptable. All conduct which disrupts or interferes with the educational purposes of the school will result in disciplinary action, including suspension and/or referral to ALE.
3. Students are expected to cooperate with school personnel and obey the reasonable instructions of school personnel.
4. On/off campus events: Students at school-sponsored events, both on and off campus, shall be governed by school regulations and are subject to the authority of school personnel. Students that violate these regulations or refuse to obey reasonable instructions of school personnel shall lose the privilege to attend these events; this may result in disciplinary action or arrest.
5. Legal means may be used to secure school property or money owed to the school by the student.

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NOTIFICATION OF AUTHORITIES

The principal shall notify appropriate authorities when there is knowledge of, or a reasonable belief, that a criminal act has been committed on school property, on a bus, at a school sponsored activity or while a student is under the supervision of school personnel. Guidelines shall be established by the Superintendent. Discretion is allowed for such notification, except in the case of an act of violence, or threat to commit an act of violence or any crime involving a deadly weapon, as defined by law.

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STUDENT DRESS AND GROOMING

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

B. The following dress code shall be observed by all students:
   1. All clothing will be of appropriate size.
   2. Pants and skirts will be worn at the waistline. No sagging will be permitted (see State Law AR Code 8-18-503).
   3. Belts are recommended if pants/skirts have belt loops.
   4. Female blouses/shirts must be long enough to completely cover the midriff when arms are raised straight over the head.
   5. Female blouses/shirts will not show cleavage.
   6. No loungewear or house shoes are permitted.
   7. No hats, hoods, bandanas, or any other type of headgear is permitted.
   8. No spandex shorts or shirts.
   9. No spandex leggings, or jeggings under an additional garment that is no less than four inches above the knee.
  10. No shorts, skirts, or dresses shorter than four inches above the knee (secondary only).
  11. No shirts, dresses or dresses/skirts with slits more than four inches above the knee.
  12. No bare back or bare midriff showing in shirts or dresses.
  13. No wearing of clothing that exposes underwear, buttocks, or the female breast while on the grounds of a public school during the regular school day and at school-sponsored activities and events.
  14. No inappropriate slogans or images on clothing or attire.
  15. Jeans with rips, tears, or holes more than 4” above the knee are not permitted.
  16. The following decorations and/or designs (including tattoos and/or brands either temporary or permanent) imprinted upon or attached to the body or clothing are prohibited: Symbols, mottoes, attire, words, or acronyms that
      a. convey crude, vulgar, profane, violent, death-oriented, gang-related, sexually explicit, or sexually suggestive messages
      b. advertise tobacco, alcohol, or illegal drugs or drug paraphernalia,
      c. identify a student as a member of a secret or overtly antisocial group or gang.
d. identifies a student as a member of an organization that professes violence or hatred toward one’s fellow man. Any visible and permanent marking that is indicated above must be thoroughly and completely covered to prevent its display.

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SEXUAL HARASSMENT

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

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

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

D. Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:
   a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual’s education;
   b. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or;
   c. Such conduct has the purpose or effect of substantially interfering with an individual’s academic performance or creates an intimidating, hostile, or offensive academic environment.

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

F. Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussion of sexual
experiences; pressure for sexual activity; intimidation by words, actions, insults, or name
calling; teasing related to sexual characteristics; or derogatory comments or
name-calling based upon allegations referring to a person’s sexual orientation or gender
identification; and spreading rumors related to a person’s alleged sexual activities.

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

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

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

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

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CONSEQUENCES

In-School Suspension

Purposes for in-school suspension:
1. To minimize or reduce out-of-school suspensions.
2. To provide appropriate consequences for inappropriate actions.
3. To provide an opportunity for students to maintain grades during disciplinary actions.

Guidelines related to In-School Suspension:
1. The administration will notify parents/guardians by phone when a student is assigned to ISS. Parents will be advised of the reasons for the assignment. A copy of the discipline referral may also be included.
2. The administration will notify all teachers on the student’s schedule that the student has been assigned to ISS.
3. The administration will notify the In-School supervisor when a student is assigned to ISS and the number of days the student is to serve.
4. Students assigned to ISS will be given the opportunity to complete assignments and tests while they are there.
5. The ISS staff may assign coursework to the student as needed.
6. Students are responsible for obtaining their class assignments from teachers before and after school.
7. Students assigned to ISS will not be permitted to participate or attend any assemblies, athletic activities or school-sponsored functions during the time they are assigned, including after-school events.
8. Students will be closely supervised while assigned to ISS. They will not be allowed to communicate with other students while assigned to in-school suspension.
9. Only necessary water and restroom breaks will be permitted.
10. Students will eat lunch as an ISS group under supervision.

Lunch Detention

Students may be assigned to detention for infraction of rules. They will be required to study during this time. The teacher or administration will inform students of detention assignment. Detention may be served during the first 15 minutes of lunch.

Promptness is necessary. Students assigned three or more detentions will be assigned ISS until all detentions have been served.

Detention regulations: – Failure to follow these may result in other disciplinary measures for the student.
1. Students must be wearing an ID.
2. Students are required to study or work on class assignments. In no case is sleeping an option.
3. Student-work should not require an electronic device.
4. Students are to remain silent.

Out-of-School Suspension & ALE:
OSS relates to exclusion from school for a period of ten (10) days or less. Any conduct that tends to be disruptive of the educational process will be grounds for suspension (OSS) or assignment to an Alternative Learning Environment (ALE). This includes bringing on campus any object that is generally considered offensive. The principal or his/her designee will make this determination. All offenses listed in the current, board-approved student handbooks for the school district are grounds for suspension or assignment to ALE. The following penalties and restrictions apply to out-of-school suspension (OSS):
   1. Students may receive credit for class work missed while suspended. Principal discretion/prior approval.
   2. Students may not come on the property of any HSSD campus, nor may they attend or participate in any school activity until the day after OSS is completed. Unless they have prior approval/Principal discretion.
   3. Student will be considered trespassing if found on any HSSD campus at any time during OSS.
   4. Parent or guardian must accompany student upon his/her return to school and participate in a conference with a member of the administration, unless prior approval is given by building principal or his designee.

See District Handbook for all other policies not specifically mentioned in this section.

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Hot Springs Junior Academy SCHOOL-PARENT COMPACT

Hot Springs Junior Academy, the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Act (ESEA), and participating students agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards. This school-parent compact is in effect during the 2018-2019 school year.

School Responsibilities

Hot Springs Junior Academy will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:
   a. Provide a comprehensive approach to literacy instruction that is aligned to the Arkansas State Standards. Read 180 Intervention Program is available for students needing extra support in reading.
   b. Provide standards based math instruction that is aligned to the Arkansas State Standards. Math 180 Intervention Program is available for students needing extra support in developing math skills.
   c. Ensure that teachers and staff participate in professional development necessary to plan and deliver instruction in all areas of the curriculum.

2. Hold parent-teacher conferences during which this compact will be discussed as it relates to the individual child’s achievement. Specifically, those conferences will be held:
   a. The Fall parent-teacher conference will be held on October 17, 2019 2:00pm -8:00 pm.
   b. The Spring parent-teacher conference will be held on February 13, 2020 2:00pm -8:00 pm

3. Provide parents with frequent reports on their children’s progress.
   a. Interim reports will be sent home at the mid-way point of each nine weeks grading period. These reports will be sent home with students.
   b. Report cards will be sent home at the end of each nine weeks grading period. Report cards will be given at the parent teacher conferences after the first and the third nine weeks grading periods. Report cards for the second and fourth nine weeks grading periods will be mailed.
   c. Teachers will contact parents individually to discuss student progress as needed.

4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
   a. Hot Springs Junior Academy staff is available for consultations with parents during their daily
planning period. Consultations can be held on the phone or as face to face conferences.

b. If needed, teachers are also available after school for conferences.

5. **Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, as follows:**

a. Parents are encouraged to volunteer in ways that fit their schedules. This may include on campus volunteering but could also include activities parents can do at home.

b. Parents may choose to volunteer on a regular basis and are encouraged to do so. They may do so by contacting their child’s teacher or the Principal to set up the specifics on what and how they would like to volunteer.

c. Parents are welcome to observe classroom activities any time they choose to. They should report to the office for a visitor’s pass and then may proceed to their child’s classroom to observe.

**Parent Responsibilities**

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

- Make sure that our children are at school each day on time.
- Make sure that homework is completed and returned to school.
- Monitor the amount of television our children watch, and the amount of time on electronic games.
- Volunteer in our children’s classroom or school.
- Participate in decisions relating to our children’s education.
- Stay informed about our children’s education by promptly reading all notices from the school or the school district received by my child or by mail and will respond appropriately.
- Serve, when possible, on policy advisory groups such as the Hot Springs Junior Academy’s Parent-Teacher Organization, serve as the parent representative on the Superintendent’s Council, the Hot Springs School District Federal Programs Committee, or other school advisory committees. Notice of committee meetings are contained in the school and district social media pages and parents are invited to attend when possible.

**Student Responsibilities**

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

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

**Hot Springs Junior Academy will:**
• Involve parents in the planning, review, and improvement of the school’s parental involvement policy and in any schoolwide program plan in an organized, ongoing, and timely way.

• Hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the rights of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.

• Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

• Provide to parents of participating children information in a timely manner about Title I, Part A programs that include a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet.

• On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practically possible.

• Provide to each parent an individual student report about the performance of their child on the state assessments in math, reading, writing, and science.

• Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).

Hot Springs Junior Academy will work with parents/guardians to build and develop a partnership to help their children achieve the state’s high academic standards.

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STUDENT SERVICES

LIBRARY

Students may access the school library throughout the school day. The library not only offers students the opportunity to check out books but also offer opportunities for students to conduct research and use computers. Students use their ID number/ID to check out library materials. Students are responsible for materials they check out and may be assessed fines for overdue, damaged, or lost materials. Fines should be paid at the end of each semester and MUST be paid by senior students in order to participate in Prom and/Graduation.

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STUDENT ID

Students are required to wear their ID badge on their school-supplied lanyard as a means of identification and safety at all times during the school day. Students will be issued an ID and a lanyard upon registration. If a student misplaces his/her ID, they must have it reprinted in the Library Media Center for a $5.00 fee.

Students who mutilate, destroy, damage, alter, or deface their IDs will be subject to consequences for ID Misconduct 1 as outlined in the Student Behavior policy.

Students who refuse to identify, fail to wear ID properly, show ID, or give a false name will be subject to consequences for ID Misconduct 2 as outlined in the Student Behavior Policy.

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LOCKERS

A locker rental fee of $2.00 is charged to each student who wishes to rent one. Upon payment, each student will be assigned a locker, with the locker slip serving as the receipt of the locker fee. Sharing lockers is prohibited. Locker difficulties should be reported to the main office or an administrator.

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LOST & FOUND

Lost and found items are to be turned in at the front office. These items will be kept for two weeks and then placed in the high school drop in center or donated to a local shelter.

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STUDENT PARKING

Students MUST obtain a parking permit to drive on campus. Students who have presented a valid driver’s license and proof of insurance to the school resource officer (SRO) may drive their vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking (west lot). Students are not permitted to loiter in parking areas and are not to return to their vehicles for any reason unless given permission to do so by an administrator. It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on school campus will be held accountable for illegal substances or any other items prohibited by district policy found in their vehicle. The Principal or her designee reserves the right to restrict or prohibit all parking privileges due to excessive tardies, unexcused absences, or discipline problems.

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The State of Arkansas furnishes an appropriation toward textbooks for all pupils in public schools. Students are responsible for the books issued them and must return them in acceptable condition at the end of the school year or when withdrawing from school. The building principal makes the final determination regarding the charge for damaged, lost or stolen books. Individual teachers and/ or Library Media Specialists issue students’ books. If a student loses a book or damages a book beyond use, he/she must pay for full replacement cost.

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TELEPHONES

School telephones are to be used for school business only. Students who feel a need to use a school phone must secure permission from the office secretary. School phones will not be used for frivolous purposes; future use will be denied if the telephones are used in this manner.

The following procedures governing outside communication with students during the instructional day shall be in force.

No student shall be called from class or let out of class or any activity to receive incoming telephone calls or make any calls except in cases of emergency or at the discretion of the principal or her designee. Likewise, no telephone or written messages from any individual other than a student’s parent or guardian will be transmitted to the student. NO student will be allowed to use the office phone during class except in an emergency.

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SCHOOL TRIPS

When a student is on a school related trip, the student is under the direct supervision of the sponsoring teacher. If for any reason the student leaves the supervision of the teacher, it will be only after a parent or guardian has made face-to-face contact with the sponsoring teacher and provided written notice that he/she is taking charge of his/her student. Under no circumstances will the student be released to anyone other than the parent or guardian. Advance notification of the parent/guardian’s intent of taking charge of his/her student during a school trip will aid in the smooth transition from school supervision to parent/guardian supervision.

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EXTRACURRICULAR ACTIVITIES

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

B. ACADEMIC REQUIREMENTS: 9-12
To be eligible student must meet either requirement A or B below
   a. Passed 4 academic courses the previous semester with 2.0 GPA or higher, or
   b. Passed 4 academic courses the previous semester, but under 2.0 GPA and enrolled and participating in a supplemental instruction program (SIP)
   c. The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas.
      i. The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester which count toward his/her high school graduation requirements.
      ii. Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.

C. ACADEMIC REQUIREMENTS: 7 and 8
To be eligible student must meet one of the requirements below:
   a. A student promoted from the sixth to the seventh grade automatically meets scholarship requirements.
   b. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high below.
      i. Successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum area.
Extracurricular activities are a basic part of education in American high schools. They are designed to teach democratic processes, parliamentary procedures, leadership, fellowship, and the benefits of community service. These activities are as much a part of a student's education as community activities are a part of an adult's life.

Students under out of school suspension MAY NOT attend nor participate in any school-sponsored activity until the day following the completion of such suspension. Students assigned to the in-house classroom MAY NOT attend nor participate in any extracurricular and/or after school activity or function until completion of the assignment.

There are several honors, academic, athletic and service groups/clubs available for students. All of these activities are chartered by and responsible to the Hot Springs High School Student Council.

**Student Government: Student Council**
Membership/Participation is generally by election.

**Honor Societies:**

**CLUBS/ ORGANIZATIONS:**
- FCCLA
- French Club
- Key Club
- Interact (Rotary)Club
- NJROTC Cadets
- Spanish Club
- Future Business Leaders of America
- Diamonds in the Rough
- Anti-Bullying
- Art Club
- Archery
- Math Counts
- Fellowship of Christain Athletes
- HSJA Button Company

**EXTRACURRICULAR ACTIVITIES:**
- Football
- Baseball
- Fishing
- Volleyball
- Track
- Tennis
- Basketball
- Golf
- Bowling
- Choir
- Softball
- Cross Country
- Band
- Wrestling
- Soccer
- T-Stepper
- Rifle
- Swimming
- Cheerleaders
ANNOUNCEMENTS

Special notices may be posted on the bulletin boards, in the main office, in the guidance office, in the cafeteria, and in other designated areas. All posters must advertise school sponsored events and must be approved by the administration.

All posters or announcements to be displayed anywhere in the building other than on the bulletin boards must also be approved by the administration. Announcements should be attached only to wall or varnished surfaces. It is understood that all signs will be taken down after a reasonable time.

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Alternative education is an important nontraditional opportunity for intervention that some students participate in for ultimate academic, social, and emotional success. Chapter 48 Section 101 of the Arkansas Education Code defines Alternative Learning Environment as, “an alternate class or school that affords all students an environment that seeks to eliminate barriers to learning for students whose academic and social progress are negatively affected by the student's personal characteristics or situation”.

“An alternative learning environment shall: (1) Assess a student either before or upon entry into the alternative learning environment; and (2) Provide intervention services designed to address a student's specific educational needs.” “Intervention services shall include, without limitation, access to the services of a school counselor, a mental health professional, a nurse, and support services substantially equivalent to those provided to other students in the regular educational environment”.

ALE is a supportive/non-punitive learning environment. Students are not referred to ALE for behaviors that have not been subject to documented interventions to correct missteps and foster positive student choices and actions at the home campus. A student may be enrolled in ALE only on the recommendation of an ALE Placement team. To initiate the referral process, the home campus will complete and send an ALE referral, and upon receipt of the referral, the home school and the ALE will hold a meeting to evaluate the appropriateness of placement in ALE, behavioral goals, and academic goals. Along with the referral, the home campus will have submitted documentation showing interventions done, and results of interventions, prior to the referral being made. These documents will be discussed at the placement conference.

Students who are referred to ALE fall into a variety of categories and meet at least two of the characteristics listed below:

Situations that negatively affect the student’s academic and social progress, such as (but not limited to):

- Ongoing persistent lack of attaining proficiency levels in math/literacy
- Abuse: physical, mental, sexual
• Frequent relocation of residency
• Homelessness
• Inadequate emotional support
• Mental/physical health problems
• Pregnancy
• Student is single parent

Students placed at risk, though intelligent and capable, typically manifest one or more of the following characteristics:
• Disruptive Behavior
• Dropout from school
• Personal/family problems/situations
• Recurring absenteeism

The following parties are to be present at the placement conference:
• School Counselor from both the referring school and the ALE
• Building Principal or Assistant Principal from referring school
• ALE Administrator or teacher (or both)
• Classroom teacher from the referring school
• LEA or 504 Representative if applicable
• Parent or guardian
• The student
• School Resource Officer (optional)
• Site based therapist (optional)

The referring school shall document efforts to contact the parent or guardian to schedule the placement meeting at the parent or guardian’s convenience. If/When the ALE Placement Team has recommended a student enroll in ALE, the parent or guardian of the student must complete a placement conference. The conference will include completion of the application for ALE which includes detailed demographic information, health and mental health information, emergency contact information, prior educational setting information, and finally, transportation information.

Prior to a student’s return to their home campus, an exit committee meeting (see members of the placement team meeting) reviews academic progress, behavioral issues, and teacher evaluations of student progress. A student may only return to their home campus upon the recommendation of the exit team. In order for a
recommendation to be made, academic and behavioral goals must be met. In the event these goals were not met and a recommendation is not made, the exit team will revise interventions and services as needed in order to help the child continue to work toward meeting their individual goals. All of these items are combined to create a transitional plan for home campus reassignment. Such a statement will be the basis for a positive behavior and or transitional plan developed prior to a student’s return to the regular education environment.

ALE Student Participation The Alternative Learning Environment (ALE) of the district is for the purpose of providing an education to students who have, or are having, difficulty coping with and functioning in the normal classroom setting, either temporarily or on a long term basis.

The Board of Directors recognizes that students are assigned to the ALE of the district for a variety of reasons. Further, there may be circumstances and reasons for a student’s assignment that do not warrant the withholding of the privilege to participate in or attend school activities.

Students who are assigned to ALE and are in good standing (meeting goals) shall be allowed to participate in or attend school, school sponsored, or school involvement activities or functions, either on or off school property, except in the following circumstances:

1. Students involved in the use or possession of weapons, drugs, or alcohol. 2. Students who have received a no trespassing order.

The superintendent shall implement guidelines and procedures in order to execute and carry out the intent of this policy.

Date Adopted: January 20, 2009

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