

Benton Public Schools
Elementary Student Handbook

K-5



2016-2017
Benton, Arkansas

Contact Information

Benton School District Web Site: <http://bentonschools.org>

The district site accesses all school web sites and faculty email.

School	Address	Office	Counselor
Angie Grant Elementary	1124 Hoover Street	778-3300	776-5725
Principal Lori Bacon			
Caldwell Elementary	1800 W. Sevier	778-4444	776-5730
Principal Diane Lovell			
Howard Perrin Elem.	1201 Smithers	778-7411	776-5735
Principal Stacye Shelnut			
Ringgold Elementary	536 River St.	778-3500	776-5720
Principal Beverly Mayfield			

Bus Information 776-5706 jthompson@bentonschools.org

ELEMENTARY STUDENT HANDBOOK

Benton School District

2015-2016

Handbook Committee

Lori Bacon, Principal
Christy Campbell, Parent
Kelly Keene, Assistant Principal
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Staci Leonard, Teacher
Linnie McCook, Teacher
Mark McDougal, Asst. Superintendent
Abby Midkiff, Parent
Sandy Newman, Teacher
Brook Tropp, Parent

The Student Handbook is designed to acquaint students and their parents with the policies and regulations necessary to provide a safe, efficient, and effective learning environment for all students. Many of these policies are summaries of a more detailed policy contained in the School Board Policy of the Benton School District, which is available in the principal's office or online at <http://bentonschools.org>

Arkansas law states that cell phones are not to be in use by adults in vehicles on the school campus when picking up and dropping off students.

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**BENTON PUBLIC SCHOOLS
2016-2017 District Calendar**

AUGUST 8, 9, 10, 11	STAFF DEVELOPMENT DAYS
AUGUST 15	FIRST DAY OF SCHOOL FOR STUDENTS IN GRADES 1-12
AUGUST 15	ASSESSMENT (BY APPOINTMENT) FOR KINDERGARTEN
AUGUST 16	KINDERGARTEN OPEN HOUSE (1:30-2:30 P.M.)
AUGUST 17	FIRST DAY OF SCHOOL FOR KINDERGARTEN STUDENTS
SEPTEMBER 5	LABOR DAY (NO SCHOOL)
OCTOBER 13	END OF 1 ST QUARTER

FIRST QUARTER AUG. 15-OCT. 13 (43 DAYS)

OCTOBER 14	2 ND QUARTER BEGINS
OCTOBER 24	P/T CONFERENCES FOR ELEMENTARY SCHOOLS (3:30-7:30)
OCTOBER 28	SCHOOL IS DISMISSED...NO SCHOOL
NOVEMBER 21-25	THANKSGIVING HOLIDAY
DECEMBER 20	END OF 2 ND QUARTER

SECOND QUARTER OCT. 14-DEC. 20 (42DAYS)

DECEMBER 21-JANUARY 3	CHRISTMAS HOLIDAY
JANUARY 4	3 RD QUARTER BEGINS
JANUARY 16	MARTIN LUTHER KING JR. DAY-(NO SCHOOL)
FEBRUARY 20	PRESIDENT'S DAY – NO SCHOOL *POSSIBLE SNOW DAY
MARCH 10	END OF 3 RD QUARTER

THIRD QUARTER JAN. 4– MARCH 10 (46 DAYS)

MARCH 13	4 TH QUARTER BEGINS
MARCH 20-24	SPRING BREAK
MARCH 30	P/T CONFERENCES (3:30-7:30)
MARCH 31	DISTRICT PROFESSIONAL DEVELOPMENT DAY-NO SCHOOL FOR STUDENTS
APRIL 14	GOOD FRIDAY HOLIDAY (NO SCHOOL)
MAY 25	END OF 4 TH QUARTER (LAST DAY FOR STUDENTS & TEACHERS)

FOURTH QUARTER MARCH 13-MAY 25 (47 DAYS)

- MAKE-UP SNOW DAYS: MAY 26, 30, 31, AND JUNE 1, 2

INTRODUCTION

When a student enrolls, the school becomes a partner with the parents in the very important and pleasant task of planning for the education of the child. It is important that a good understanding be established between the school and the home. Parents can help students develop good attitudes toward school by showing interest in school activities, and by displaying confidence in the teacher and the school.

This handbook has been prepared to assist elementary students and their parents in becoming acquainted with school policies, rules and procedures. It is the responsibility of both students and their parents to become familiar with these regulations that apply to all students. Attached to the handbook is a statement that **must be signed** by the student and a parent or guardian and returned to the classroom teacher as soon as possible. Please contact the school office for any information or questions that you may have.

STUDENTS' RIGHTS AND RESPONSIBILITIES

A student has the right to:

1. Expect that school will be a safe place for all students to learn.
2. Express his/her opinion verbally or in writing in a respectful manner.
3. Use the appeal process when he/she disagrees with school officials regarding disciplinary action or rules.
4. Expect a fair and impartial hearing and due process in the event of disciplinary action.
5. Assist in making classroom rules.
6. Expect that no student will be allowed to disrupt the educational process within the schools.

A student has the responsibility to:

1. Demonstrate respect for the school and actively work to make it a better place in which to learn and develop.
2. Accept the consequences of his/her behavior and actions.
3. Attend school daily, be on time, and participate fully in all classes.
4. Meet standards of decency, safety/health, and good taste in dress and appearance.
5. Express his/her opinions and ideas in a respectful manner so as not to offend or slander others.
6. Know school rules and regulations that govern student behavior and conduct their self in accordance with them.
7. Abide by the decision reached through the appeal process.
8. Volunteer information and cooperation with school officials in disciplinary cases.

ENROLLMENT

To enroll in one of Benton's four elementary schools the child must be a resident of the Benton School District. "Reside" means to be physically present and to maintain a permanent place of abode for an average of no fewer than four (4) calendar days and nights per week for a primary purpose other than school attendance. "Resident" means a student whose parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside in the school district.

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

A parent, guardian or other person having custody or charge of a child of kindergarten age may choose for that child to be exempt from kindergarten attendance by signing a waiver in the Superintendent's office prior to enrollment.

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

child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Home-schooled students, private school students, and students from non-accredited schools 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 Benton Elementary School:

1. The parent, guardian, or other responsible person shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Arkansas Department of Education.
2. The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child's age:
 - A birth certificate.
 - A statement by the local registrar/county recorder certifying the child's date of birth.
 - An attested baptism certificate.
 - A passport.
 - An affidavit of the date and place of birth by the child's parents or guardian.
 - United States Military Identification.
 - Previous school records.
3. The parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. The Benton School District will not allow any student who is currently under expulsion from another school to enroll in a district school.
4. In accordance with Policy 4.57 The child shall be age appropriately immunized as designated by the State Board of Health, or have an exemption issued by the Arkansas State Department of Health. Proof of immunization shall be by a certificate of a licensed physician or a public health department acknowledging the immunization. Exemptions are also possible on an annual basis for religious reasons from the Arkansas Department of Health. To continue such exemptions, they must be renewed at the beginning of each school year. A child enrolling in a district school and living in the household of a person on active military duty has 30 days to receive his/her initial required immunizations and 12 months to be up to date on the required immunizations for the student's age. A student enrolled in the District who has an immunization exemption may be removed from school during an outbreak of the disease for which the student is not vaccinated at the discretion of the Arkansas Department of Health. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.
5. Copy of proof of residence (lease agreement, rental agreement, utility bill with name and property address).
6. Parents or legal guardians desiring to provide a home school for their children should refer to District Policy 4.6- Home Schooling.
7. Elementary Schools follow District Policy 4.40 in reference to Homeless Students.

Uniformed Services Member's Children

"Eligible child" means the children of:

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

An eligible child 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 of the student;
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.

For definitions, see Policy 4.02.

COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy 4.01 RESIDENCE REQUIREMENTS, within the District shall enroll and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy 4.06 HOME SCHOOLING have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulations of the Department of Education must be signed and on file with the District Administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).
7. The child has been enrolled in another district through School Choice.
8. The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, or other persons having lawful control of the person under an order of a court reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

Legal Reference: A.C.A. § 6-18-201
 A.C.A. § 6-18-510
 A.C.A. § 8-18-206

Date Adopted: 09/08/03

Last Revised: 04/19/10

RESIDENCE

“Residential address” means the physical location where the student’s parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside. A student may use the residential address 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. A parent or legal guardian can have only one residence according to the definition. Ownership of property in the district does not qualify one as a legal resident.

Any person who knowingly gives a false residential address for purposes of public school enrollment is guilty of a violation and subject to a fine not to exceed one thousand dollars (\$1000.00).
 A.C.A. 6-18-202

Permanent enrollment shall be withheld until the above regulations are met. Provisional enrollment will be allowed for three weeks for transfer of health records to Benton Schools. A student may remain in school if the student is in the process of completing an immunization series. When the immunization series is completed, the enrollment will be permanent.

ELEMENTARY ATTENDANCE ZONES

All elementary students shall attend school within the attendance area where they reside. Parents who move from one attendance zone to another within the district must transfer their children to the proper school by the end of the current semester. Proof of residence is required when registering a student in the new school.

The Benton School District reserves the right to assign students to another attendance zone based on enrollment that would cause overcrowded conditions in a particular school or grade within that school.

ENTERING AND WITHDRAWING

A parent or guardian must register students at the time of enrollment. The report card or withdrawal form from the previous school should be presented at this time.

When a student withdraws from school, a parent must contact the school one-day prior to withdrawal.

TRANSFERS

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

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

The District may reject a nonresident'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 application that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

The responsibility for transportation of any 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.

INTER-CAMPUS TRANSFER PROTOCOL

1. Students will be transferred from one campus to another in order to establish equilibrium of student number within grade levels.
2. Transfers will be based on student registration. Those students who registered last will be the first to transfer to another campus.
3. There may be more than one available campus to accept students in the event that a certain grade level on a campus overflows. The school district will determine student placement based on student/teacher ratios.
4. Once a child is transported to a campus because of overflow, the child will return to his/her home campus when a position becomes available. Should the child choose to stay at their overflow campus, the parent will be responsible for the child's transportation for the remainder of the year.
5. Once a child is transferred to a campus because of overflow, the child will return to his/her home campus the following year.
6. No student will be required to transfer to another campus when they have been registered on three different campuses within a school year.

PETITION FOR TRANSFER OF STUDENTS

Petitions for inter-district transfer will only be considered in August for the fall session and December for the spring session for any school year.

The board will consider, on a case by case basis, petitions for inter-district transfer on behalf of students entering the 11th or 12th grade who wish to finish high school in a school they have attended immediately preceding the transfer request.

Petition for transfer may be allowed for a student in grades K-12 to remain in the school that the student has been attending for the remainder of a school year in the event that the student becomes a resident of another district so long as the student's new resident district does not object to the transfer, and the student shows an intent to remain in the original district by the filing of a school choice declaration within twenty days of the change of residence.

The district will not be permitted to accept any non-resident student from a district operating under a school desegregation related court order or a district that has ever been under such an order or that would violate the Arkansas School Choice Law.

CHANGE OF ADDRESS AND TELEPHONE NUMBER

Please notify the principal's office immediately if your address, telephone number, work telephone number, or emergency contact changes during the school year.

CONTACT WITH STUDENTS AT SCHOOL

In the event there is a question about the legal custody of a child, it should be established who has this responsibility and what limitations are imposed by this situation. Both custodial and non-custodial parents are entitled to be involved in the education of their child(ren), including visits to school and having access to school records, unless a court order exists and is on file at school which (1) specifically prohibits such activity and (2) specifically names the school in question.

ACADEMIC PROGRESS

Students in grades kindergarten, one and two will be assessed on the learning of literacy and mathematics skills. A checklist of specific skills will be used to report skills mastery to parents.

Students in grades three, four and five will be assigned a letter grade. Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed objectives of the course. Arkansas School Law provides that the following grading scale be used throughout the state of Arkansas.

90-100.....	A
80-89.....	B
70-79.....	C
60-69.....	D
59 and below...	F

All students will receive a report card at the end of each nine-week period.
Parent-teacher conferences are held at first and third nine weeks.

ACADEMIC IMPROVEMENT PLAN

Students requiring academic intervention based on their performance on state mandated tests and classroom assessments will be put on an AIP (Academic Improvement Plan) and be remediated according to state law (Ark. Ann. 6-15-1803). Any student on an AIP that does not participate in the district's remediation plan will be retained.

INTENSIVE READING INTERVENTION

Students in Kindergarten, First and Second Grade will be screened to identify those with potential reading problems. Students identified as "at-risk" will receive intervention tailored to their needs. These students will be monitored regularly to assess their response to instruction and to promote success in the classroom.

PROMOTION AND RETENTION

The first consideration in promoting or retaining any student is the welfare of the student; therefore, each case will be considered on an individual basis. 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:

- The building principal or designee;
- The student's teacher(s);
- School counselor
- A 504/special education representative (if applicable); and
- The student's parents.

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.

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.

HOMEWORK

The Benton School District believes that homework is an integral, positive part of each student's educational program. Homework assignments will provide an opportunity for the parents to become familiar and involved with student's learning activities offered during the school day.

Suggested time frames per week are given for average students. Time frames will be followed as a general rule, but occasionally, variations may be necessary.

Kindergarten	up to 1 hour
Grades 1-2	up to 2 ½ hours
Grades 3-4	up to 4 hours
Grades 5	up to 5 hours

DAILY SCHOOL SCHEDULE

School begins at 7:50 a.m. and ends at 3:10. Dismissal time varies slightly from school to school. Each school will send its schedule at the beginning of the school year.

STUDENTS MAY NOT BE BROUGHT TO SCHOOL BEFORE 7:20 A.M. Supervision of students is NOT provided before this time; therefore, parents who choose to bring their children early understand the circumstances and risks of doing so.

Arrangements for after-school transportation should be made before students come to school. Always pick up your child promptly. In order to keep students safe, transportation changes need to be in writing, except for in extreme emergencies.

INCLEMENT WEATHER

School may be canceled or delayed because of inclement weather. A morning decision to cancel school is normally made by 6:00 a.m. School closings will be announced by the Alert Now System and the local television and radio stations. Parents and students are urged to listen to the TV/radio for such announcements and are asked not to call the school or school officials. In the event that school is already in session and weather conditions require early dismissal, an announcement will be made on local television and radio stations.

DELAYED START OF SCHOOL PROCEDURES

ONE(1) HOUR DELAY:

- All students will report to school exactly one (1) hour later than their normal time to report. (Example: If schools do not allow parents to drop their children off until 7:20 for a 7:50 am start, then they cannot drop their child off until 8:20 for an 8:50 am star.) On delayed-start days, any before-school detention halls, college algebra classes, or before-school tutoring sessions will be cancelled.
- Students who ride buses will be picked up one (1) hour later at their usual bus stop unless specified otherwise by the Transportation Department.
- The Transportation Director will communicate with bus riders about any changes in plans for students riding buses.

TWO (2) HOUR DELAY:

- Follow the same procedures for a one (1) hour delay; just start two (2) hours later.

BREAKFAST PLAN:

- One-hour delay: Breakfast will be served and it may have to be a "cold" breakfast such as cereal, graham crackers, milk and juice.
- Two-hour delay: Breakfast will be served and it will most likely be a "cold" breakfast such as cereal, graham crackers, milk and juice.

ATTENDANCE AND ABSENTEE PROCEDURES

The purpose of this attendance policy is to place primary responsibility for attendance upon the student and parents.

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.

Student absences will be excused for the following:

- Personal illness
- Official school sponsored events
- Medical appointments
- Court appearances
- Serious illness in immediate family
- Death of immediate family member
- 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.
- Any circumstances not covered above which the district determines to be excused.

Any absence not described as above shall be counted unexcused.

1. For an absence to be excused, a student must provide to the school office a written note from a doctor or parent. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will **not** be accepted.
2. After five (5) days of excused absences in a semester with only parent communication, any other absence will be excused only under the following circumstances:
 - Doctors note
 - Court appearance
 - Extreme family emergency (approved by the building principal)
3. Regular attendance is vital for academic success and excessive absences may cause a student to be a candidate for retention.
4. Parents will be notified by letter when their child has reached their 4th absence **for the semester**. Additional letters will be sent if attendance issues continue.
5. Students who have excessive excused or excessive unexcused absences (more than 8 in a semester) may be referred to DHS or the Juvenile Court.
6. When a student is absent it is the student's or parent's responsibility to find out what work has been missed and make arrangements with the teacher to make up the work. Missed assignments should be requested by 9:00 a.m. and may be picked up after 2:00 p.m.
7. At any time prior to when a student exceeds the number of unexcused absences permitted by policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.

8. A student must be present six (6) hours of instructional time to be counted present all day. A student must be present three (3) hours of instructional time to be counted present one-half day. A student will be counted tardy if checked in within the first hour of the instructional day or checked out within the last hour of the instructional day (including fieldtrips). A student arriving one (1) hour or more late or checking out one (1) hour or more early (including fieldtrips) will be counted present one-half day.
9. 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
10. Students who are absent during all or part of the school day shall not participate in any school activity that night unless permission is given in advance by the school principal.

TARDIES

The Tardy Bell rings at 7:50 and students must be in their classrooms at that time or they will be counted "tardy". **A student will be counted tardy if checked in within the first hour of the instructional day (between 7:50-8:50 a.m.) or checked out within the last hour of the instructional day (between 2:10-3:10 p.m.) This includes fieldtrips.**

Being prompt to school is one of the essential elements in having each day begin smoothly for your child and the child's classmates. **If a student is tardy to school, the parent or guardian must come into the school office to sign in the student.** This helps ensure the safety of your child. This also eliminates the possibility that students are late without their parents being aware of their tardiness.

Habitual tardiness is disruptive to the education of the child. Equally important is the disruptive impact on the other students as the flow of the class is disrupted by the child's late entry, requiring the teacher to take time away from the class in order to get the tardy student on task with the other students.

Parents will be notified by letter when their child has reached their third tardy. Additional letters will be sent if tardies continue to be an issue.

Students who have excessive tardies (more than 10 in a semester) may be referred to DHS or the Juvenile Court.

BUS TRANSPORTATION

Bus transportation is provided to students who live two (2) miles and farther from the elementary school attendance zone in which they reside. Students residing within the two mile zone will not be provided transportation by the district.

- **STUDENTS MAY NOT RIDE ANY BUS EXCEPT THEIR OWN.** Permission for visitors to ride must be secured from the building administrator. His/her signature must be on the permission note and should be given to the bus driver. Students are expected to follow all school policies while on bus. Cell phones should not be used on daily bus routes to and from school except for emergency situations.

When problems occur, the following actions will be taken as deemed necessary by school personnel:

1. Driver conference with student.
2. Student conference with proper school official.
3. Revoke student's privilege of riding bus for a given period of time.
4. Suspension of student from school.

Students who are provided school transportation for field trips or extra-curricular events will return to school in the same vehicle unless arrangements are made with the child's teacher (written documentation is required).

CAFETERIA

Breakfast and lunch meals are prepared daily and made available to the students. Meals are expected to be paid for unless the appropriate paperwork has been filled out and children have been approved for free meals. Applications for Free and Reduced Meals are made available at the beginning of school to each student. They are available in the school office during the school year.

Parents will receive written notification when their child's account balance is getting low. They will be notified in writing when their child charges the first time and each following time. Parents will be called when students owe for more than three days of meals. If you have more than one child in school, you can send one check to cover lunches for all children.

Full paid elementary students may charge meals up to a limit of \$10.00. This could be five lunches, four lunches and one breakfast, three lunches and three breakfasts, or any combination of charges that would not go above \$10.00. No ala-carte items such as extra milk or juice may be charged. Reduced paid elementary students may charge up to a limit of \$2.50. This could be five lunches, four lunches and one breakfast, three lunches and three breakfasts, or any combination of charges that would go above \$2.50. No ala-cart items such as extra milk or juice may be charged.

If there are special circumstances which make it difficult for you to pay for meals, please contact the cafeteria manager immediately. Students may pay for meals by depositing money in accounts online via EZ School Pay, by depositing cash or check into accounts at school or by cash at time of service.

Parents are welcome to join their children for lunch. Please notify the school by 8:30 a.m. on the day you plan to eat a tray lunch; space is limited and the cafeteria workers need to have an accurate lunch count.

Elementary School Cafeteria Price Schedule

	Breakfast	Lunch
Extra Milk		
Student (full price)		
Student (reduced)		
Adult		

*Adult and non-student meal prices will be set to meet the minimum required federal regulation.

RESTAURANT or FAST FOOD and CARBONATED BEVERAGES may not be brought to the school cafeteria.

DRESS AND APPEARANCE

Students' manner of dress and appearance should be in the interest of decency, cleanliness, safety and health. Wearing apparel that creates disruptions at school will not be allowed. The building administrator will resolve disputes over items of dress and appearance.

Dress, grooming and appearance are the responsibility of the student and the student's parents under the following guidelines.

- **Dress appropriately for the weather and in keeping with safety.**
- Shorts, skorts, skirts, or dresses must come to mid-thigh length on student in 3rd, 4th, and 5th grades. **ABSOLUTELY NO SHORT SHORTS ARE TO BE WORN.**
- T-shirts with objectionable material (such as alcoholic beverages or tobacco products) are not to be worn.
- Midriff tops, mesh shirts, and halter tops, or tops that leave the stomach-exposed may not be worn.
- Spaghetti straps or racerback shirts are not to be worn by students in 3rd, 4th and 5th grades.
- Cleats, spikes, or skate shoes are not to be worn.
- Appropriate footwear (tennis shoes) for physical education needs to be worn.
- Caps, hats and sunglasses may not be worn in the building.
- Hoods (hoodies) may not be worn over the head while in the building.
- Pants must be fitted at the waist – no sagging.

- Dress, make-up, tattoos, face painting, jewelry, **accessories**, hair color, or hair fashions in any manner that would be disruptive or distracting should not be worn (distracting haircuts such as Mohawks are discouraged).
- No torn or ripped clothing may be worn.

GENERAL INFORMATION

- Any parent or guardian who objects to his child's name or picture being placed in the newspaper, on the school social media sites, or any publication for recognition purposes should go by the school office and fill out and sign an "OPT-OUT PARTICIPATION FORM." This needs to be taken care of immediately.
- Students are required to stay on campus from their arrival until dismissal at the end of the regular school day unless signed out by an adult in the office upon their departure during the school day. **If a student is checked out for lunch, the student should be back by the time instruction resumes in the classroom. Lunch and recess times are available at each school.**
- Students who are absent during all or part of the school day shall not participate in any school activity that night unless permission is given in advance by the school principal.
- For safety reasons, wheeled backpacks are not allowed.
- Children may not receive gifts, balloons, or floral deliveries at school.
- Money sent to school by all students should be sent in an envelope with an explanation on the envelope telling us what the money is for. If you have more than one child in school, please allow each one to bring his/her own money to class rather than sending one check for all.
- Students are encouraged to go outside for recess whenever possible. Any student remaining inside must bring a note from his/her parent each day he/she is to remain inside. After three days, a note from a doctor is required to stay inside.
- Creatures to be shared with a class may be brought to school by making special arrangements with the teacher.
- Games that involve tackling, shoving, and wrestling will not be played at school.
- All sports balls, electronic devices/games, laser pointers, lighters, matches, fireworks, skateboards, roller blades, shoes with wheels, trading cards, sport cards, comic cards, stuffed animals, live ammunition, spent ammunition casings (including those incorporated in items such as jewelry or key rings), miniaturized images of weapons or any other items that may disrupt the instructional process may not be brought on campus or school-sponsored transportation. These items will be confiscated. The student must make arrangements for the parent to pick up the item at school. Exceptions may be made through the building principal. **The school will not be responsible for these items.**
- No student may possess an electronic paging device, beeper, or similar communications device during the regular school educational day.
- Possession of activated cell phones on the school campus is forbidden during regular school hours. Cell phones MUST be turned off and secured in the child's backpack during the school day. Any student found using his/her phone during the school day will receive disciplinary action.
- Chewing gum and stick suckers may not be brought to school.

- Cupcakes, cookies, or processed foods made predominantly from sweeteners are not allowed to be brought to school by parents **unless it is one of the “Nine Food Event Days” set aside in accordance with the Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards.**
- Teachers will plan Christmas and Valentine parties for each class. Birthday and other holiday parties are not permitted. For the welfare and protection of our children no home-cooked or baked foods such as cupcakes, cookies, etc. may be brought for any parties or refreshments. **Birthday party invitations or other party invitations, or gifts are not to be distributed at school unless the entire class, or all girls or all boys, is to receive an invitation or gift.**
- Individual pictures are made at the school each fall and spring and class group pictures are also made. There is no obligation to purchase the school pictures.
- Parents are welcome to attend their child’s grade level field trip and must provide their own transportation, but we ask that you not bring other siblings.

EXTRA CURRICULAR

All students are eligible for extracurricular activities in Benton Public Schools.

Emergency Drills

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) time per year with at least one each in the months of September, January, and February. Lock Down Drills will be conducted no fewer than two times a year with at least one each in the months of September and January. Students who ride 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. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the schools.

Other types of emergency drills may also be conducted to test the implementation of the District’s emergency plans in the event of an earthquake or terrorist attack that might include the use of biological or chemical agents. Students shall be included in the drills to the extent practical.

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

HEALTH and STUDENT WELFARE

When registering your child, be sure to include any information concerning serious health related conditions your child may have such as heart abnormality, asthma, allergies, etc.

Screening in Hearing, Vision, Height and Weight will be done on students according to the **mandates** set up by the Department of Education and/or the State of Arkansas.

ACCIDENTS, ILLNESSES, INJURIES AND FIRST AID

When a student becomes ill or is injured, school personnel will give first aid and if necessary notify the parents, seek medical care and arrange transportation to the physician or hospital. When a student has a known allergy and requires medication for emergency situations (wasp, bee sting, severe food allergy or other allergic reactions), written directions for the use of medication or diet modifications will be required from the physician or parent at the beginning of the school year. If your child experiences fever of 100 F or higher, please keep your child home and contact your child’s school nurse. Any student that develops a fever while at school will be sent home immediately and should not return to school the next day. A child should be free from fever for twenty-four (24) hours, without the use of fever reducing medications, before returning to school.

In caring for students it is often necessary to contact parents. **It is vital that you provide current numbers on the Emergency Call Card that is filed in the nurse's office.** If parents or other emergency contact persons cannot be reached when there is a serious illness or injury, the best judgment of the school personnel will be used.

4.34—COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending 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: 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 (100.0 F when taken orally). **Students should be fever free (without the use of fever reducing medications), free from vomiting and/or have been treated for 24 hours for other communicable diseases prior to returning to school.** 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. If there is a question as to whether or not a transmission risk continues to exist, readmittance will be at the discretion of the school nurse. In some instances, a letter from a health care provider may be required prior to the student's being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall use standard precautions when dealing with the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

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 from school. 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.

Bed Bugs

Bed bugs are oval, rust colored, wingless insects up to a quarter inch long. They bite but are not known to spread any human diseases. The insects hide between mattresses or in crevices during the day and feed on human blood at night. The bites are small raised red bumps, often, in a line that may be itchy or painful.

Transmission occurs through contact with personal articles such as bedding or clothing that are infested. Animals do not transmit bed bugs.

1. If a bed bug is found on a student, their clothing, or belongings, it is **not necessary** to send the student home.
2. Notify parent or guardian.
3. Make referral to health care provider as needed for diagnosis if bed bugs are observed or suspected.
4. Collect a sample of the bug for identification purposes.
5. Instruct the family to wash school clothing and other personal items taken to school, such as backpacks, rest towels, in 130° F water. Machine dry on hottest setting for at least 20 minutes.
6. Assess family situation and if necessary assist the family with community resources.

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 **attend** 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**. Parents are responsible for applying and providing the exemption.

**** NEW**** Proof of all immunizations for new students and students already eleven (11) and sixteen (16) must be turned in on the first day of school. Students entering school after the first day, from out of state, or out of country will have thirty (30) days from admittance to provide proof of immunizations or exemption. Students entering from in state will be expected to be compliant and current with all Arkansas required immunizations.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized 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. 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.

A copy of the letter from the Arkansas Department of Health exempting the student for the Current-Year must be submitted by the first day of school each calendar year.

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.

4.35 – STUDENT MEDICATIONS

Administering Medications to Students

Prior to the administration of any medication to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer, students are not allowed to carry any medications, including over-the-counter medications or any perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

Students in grades 8 -12, may deliver (upon immediate arrival to school) and retrieve Over-the-Counter (OTC) and some prescription medication, along with written parental consent, to the school nurse. The exceptions are drugs categorized as controlled substances, anti-psychotics, and anti-anxiety medication, or any prescription medications with a high potential for abuse. These medications MUST be delivered and retrieved by the parent or guardian. Examples, but not all inclusive, include medication prescribed to treat ADD/ADHD, mood/anxiety disorders, and all their generic forms.

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 over-the-counter medications to the extent giving such medications are included in the student's IHP.

The only Schedule II medications that shall be allowed to be brought to the school are 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).

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy. This includes hydrocodone and cough syrup with codeine. Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

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 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.

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 developed under Section 504 of the Rehabilitation Act of 1973 which 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 certified 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 and 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.

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 regulations.

Administration of Essential Oils

The administration of essential oils will not be given during the day by the school nurse. They are not considered medications, as they are not found in a medical formulary, and cannot be looked up for recommended strength and dosage in pediatrics. Essential oils are not regulated and vary in strength and usage. Many of the oils contain a strong fragrance and should not be used as they may trigger an asthma attack and/or an allergic reaction. Teachers may not use a diffuser or Scentsy in the classroom in for the same reason.

HEAD LICE PROCEDURES

If your child does contract head lice, the following procedures MUST be taken:

1. The child will be removed from the classroom if the student has live human host parasites.
2. The parents will be contacted to check the child out of school at the nurse's discretion.
3. The child must be treated with HEAD LICE SHAMPOO to remove live human host parasites and nits and the home thoroughly cleaned to remove head lice (An instruction sheet will be sent home).
4. Parent MUST accompany the child when he/she returns to school.
5. School nurse and/or designated person will examine the child and re-admit him/her to class.

Repeated occurrences of head lice may result in a report to the Department of Human Services for suspected neglect and a referral to Truancy Court if excessive absences occur.

BODY MASS INDEX

ACA# 20-7-135 mandates that parents shall be provided with an annual Body Mass Index (BMI) percentile by age of their child in grades kindergarten, second, and fourth, as well as an explanation of what the BMI means and health effects associated with obesity. In accordance with this Act, the Benton School District will perform the screenings for height and weight. The results will be collected, calculated and given to the parents/guardian. Your child's privacy and confidentiality will be considered during these screenings. Parents have the right to refuse to have their child's body mass index percentile for age assessed and reported, by providing a written refusal to the school.

NUTRITION AND PHYSICAL ACTIVITY

All elementary schools will follow the Arkansas Department of Education Rules Governing Nutrition and Physical Activity Standards.

Each school will appoint a School Nutrition and Physical Activity Advisory Committee in addition to the district committee.

SCHOOL COUNSELING SERVICES

The Benton Elementary Schools developmental counseling program encourages growth and development of students by providing individual counseling, small group counseling, and classroom guidance sessions. This follows the guidelines of state and national standards mandated for professional school counselors. Within the three domains of career, personal/social, and academic guidance, the role of the counselor is to serve and protect students. Student confidentiality is maintained unless a student has threatened to harm self or others. Referrals to the counselor for individual and small group counseling sessions are made by parents, staff, and students.

PRIVACY OF STUDENTS' 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 parents 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 Benton 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 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 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 roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the 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.

Any parent or guardian who objects to his child's name or photograph being placed on the school's web pages, in the newspaper, on the school social media sites, or any publication or making any directory information available upon request should go by the school office and fill out and sign an "OPT-OUT PARTICIPATION FORM." This needs to be taken care of 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 at: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202.

LIBRARY

Students have access to the library for instruction, browsing, and book selection. Students are responsible for any books checked out from the library. A fee will be charged for lost or damaged library books and textbooks.

LOST AND FOUND

A Lost and Found Box is kept in a central location. Small items of value (rings, watches, etc.) are kept in the office until claimed. Help us, and your child, keep track of belongings by **labeling** all outer clothing and other items such as book bags and lunch boxes with his/her name. Items in the Lost and Found that are not claimed will be donated periodically throughout the school year.

PARENTAL CONCERNS

It is the goal of the Benton School District to be responsive to the community and to continuously improve the educational programs which are offered here. The District welcomes constructive criticism when it is offered with the intent of improving the quality of educational programming.

The board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement the policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Parents with concerns regarding personnel, curriculum, discipline, coaching, or the day to day management of the schools need to address those concerns according to the following sequence:

1. Teacher, coach, or other staff member where the concern is directed
2. Principal or Assistant Principal
3. Assistant Superintendent
4. Superintendent

Solutions to parental concerns are most easily resolved when communicated at the level where the concern originated. Most issues can be resolved when everyone works cooperatively and with open minds.

Each school in our district has an open door policy for parental involvement. We welcome suggestions and/or comments to help us improve.

PUBLIC SCHOOL CHOICE

Benton Public Schools would like to remind patrons who do not live within our district boundaries of the opportunity to attend our district through Public School Choice. Deadline to apply is on or before May 1st prior to the fall term for which the parent/ legal guardian is requesting their child to begin attendance. The application can be downloaded from our district webpage or obtained from the district superintendent's office. Refer to our Benton School Board policy 4.05- School Choice for more information..

Any student admitted to this district under the provisions of this policy who chooses to return to his/her resident district during the school year voids the transfer and must reapply for a school choice admission if desiring to return to this district in the future.

The Benton School District will not allow any student who is currently under expulsion from another school to enroll in a District school.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2015, 2016, AND 2017

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 an *Informed Consent 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 7th grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. This policy is to be included in student handbooks for grades 6-12 and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for graduation is to be earned from the categories listed below.

A minimum of 22 units are required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional 4 units to graduate for a total of 26 units. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

SMART CORE: Sixteen (16) units

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

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

Mathematics: four (4) units (years) (all students under Smart Core must take a mathematics course in grade 11 or 12

- Algebra I
- Geometry or Geometry A & B*

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

- Algebra II
- Choice of: Functional Mathematics, Trig-Pre-Calculus, or AP Calculus

(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units (years) with lab experience chosen from

- Physical Science
- Biology
- Chemistry
- Physics

Social Studies: three (3) units (years)

- Civics Government
- World History
- American History

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

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 (1/2 year)

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

CAREER FOCUS: - ten (10) units – at least two of the Career Focus units must be of the same foreign language. All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate. The Smart Core and career focus units must total at least twenty-six (26) units to graduate.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units (years)

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and Geometry knowledge and skills.

- (Comparable concurrent credit college courses may be substituted where applicable)
 - *A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units (years)

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

Social Studies: three (3) units (years)

- Civics or government
- World history, one (1) unit
- American History, one (1) unit

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

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 (1/2 year)

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

CAREER FOCUS: - ten (10) 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.

The Core and career focus units must total at least twenty-six (26) units to graduate.

Cross References: Policy 5.16—GRADUATION REQUIREMENTS
5.11—PROMOTION/RETENTION/COURSE CREDIT FOR 7-12 SCHOOLS

Legal References: Standards of Accreditation 9.03 – 9.03.1.9, 14.03
ADE Guidelines for the Development of Smart Core Curriculum Policy Smart Core Informed Consent Form

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

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

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially

choosing the Core curriculum may subsequently change to the Smart Core curriculum **providing** they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing.

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

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

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

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

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional 4 units to graduate for a total of 26 units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

Digital Learning Courses

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

SMART CORE: Sixteen (16) units

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

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

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

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

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

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

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

One unit of Biology; and

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

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

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit
- World History - one unit
- American History - one unit

Physical Education: one-half ($\frac{1}{2}$) unit

Note: While one-half ($\frac{1}{2}$) 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 ($\frac{1}{2}$) unit

Economics – one half ($\frac{1}{2}$) 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 ($\frac{1}{2}$) unit

CAREER FOCUS: - Six (6) units

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

CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) unit

Mathematics: four (4) units

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

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

Science: three (3) units

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

Social Studies: three (3) units

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

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

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

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

Economics – one half (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.⁸

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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
5.11—DIGITAL LEARNING COURSES

Legal References: Standards of Accreditation 9.03 – 9.03.1.9, 14.02
ADE Guidelines for the Development of Smart Core Curriculum Policy
ADE Rules Governing the Digital Learning Act of 2013
Smart Core Informed Consent Form 2014
Smart Core Waiver Form 2014
A.C.A. § 6-16-1406

STUDENT CONDUCT/ DISCIPLINE POLICIES

The Benton 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 has established 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 (District Policies 4.17,4.18).

Management for Discipline Infractions

1. **Assault, abuse, and threats or threatening behavior** – Assault is the willful attempt or threat to inflict injury upon the person of another coupled with the apparent present ability to do so. Any display of force that would give the victim reason to fear bodily harm is assault, even if touching or striking does not occur. Abuse means to wrong in speech, reproach coarsely, disparage, revile or malign. Use of profanity or vulgar expressions directed at another person is considered abuse.

Threat is defined as a communicated intent to inflict physical or other harm on any person or on property. Invoking the geographic location of a previous act of violence, particularly school violence, in a threatening or menacing way, will be considered a threat.

Min. – Warning/conference

Max. – Expulsion

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

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

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

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

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

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

Cyberbully of School Employees is expressly prohibited and includes, but is not limited to:

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

- Signing up a school employee for a pornographic Internet site; or
- Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

- Min. – Warning/conference
- Max. – Expulsion

3. Cheating

Min. – Warning/conference and zero for work
 Max. – Three (3) day suspension

4. Defiance of authority (disrespectful conduct, attitude or speech)

Min. – Warning/conference
 Max. – Five (5) day suspension

5. Dress code violation

Min. – Warning/conference with parent notification
 Max. – One (1) day suspension

6. Drugs and alcohol – The personal consumption, possession or distribution of prohibited substances (including marijuana and alcohol) on school property, at school functions, or on school trips or attending such functions under the influence is prohibited as defined in District Policy 4.24. 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. This includes items that are not prohibited substances but are used to portray prohibited substances

Min. – Five (5) day suspension, notify parents, notify juvenile authorities and the Counseling Clinic
 Max. – Recommendation to the school board for expulsion for two (2) semesters

Sale and intent to deliver

Min. – Five (5) day suspension
 Max. – Recommendation to the school board for expulsion for two (2) semesters

7. Fighting, scuffling, rough-housing

Min. – Warning/conference
 Max. – Ten (10) day suspension

8. Gangs or similar groups and gang-related activity or pretense of the same

Min. – Five (5) day suspension
 Max. – Expulsion for one (1) semester

9. Inappropriate use of technology or media

Min. – Warning/conference
 Max. – Expulsion for one (1) semester

10. Participation in gambling or wagering where the stakes are money or other object of value

Min. – Warning/conference
 Max. – Five (5) day suspension

10. Inappropriate language, gestures or art

Min. – Warning/conference

Max. – Ten (10) day suspension

11. Sexual harassment is deemed unacceptable conduct in the employment and educational environment and will not be tolerated. It shall be a violation of this policy for any student, employee, or agent of the District to harass another student, employee, or agent of the District through conduct or communications of a sexual nature. Students and school district employees should report alleged violations of this policy to building counselors, building principals, or ~~Mary Morgan~~, the District Equity Coordinator (Director of Personnel and Student Services) at 501-778-4861.

Min. – Warning/conference

Max. – Expulsion

12. Theft

Min. – Warning/conference and restitution

Max. – Ten (10) day suspension

13. Tobacco – the use and/or possession of tobacco is prohibited

Min. – Three day (3) suspension and parent notification (students and parents will be provided information about available cessation programs)

Max. – Ten day (10) suspension

14. Vandalism – willful or malicious destruction, defacement or damage of public or private property

Min. – Warning/conference

Max. – Expulsion

15. A weapon is defined as any firearm, knife, razor, ice pick, dirk, box cutter, numchucks, pepper spray or other noxious spray, explosive, or any other instrument or substance capable of causing bodily harm. No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, en route to or from school or any school sponsored activity, off school grounds at any school bus stop, or at any school sponsored activity or event.

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

Use and or possession of a gun

Min. – One year expulsion

Max. – Permanent expulsion

A. Use of a weapon other than a gun

Min. – Expulsion for one (1) semester

Max. – Permanent expulsion

B. Possession of a weapon other than a gun

Min. – One (1) day suspension

Max. – Expulsion for one (1) year

C. Use of legitimate tools and or articles (pen, fork, compass, wood or metal object, etc.) as a weapon

Min. – One (1) day suspension

Max. – Expulsion for one (1) year

E. Use and or possession of facsimile guns

Min. – One (1) day suspension

Max. – Five (5) days suspension

*Benton School district will not accept a student who has been expelled from another school for weapons violation.

16. Provoking or encouraging other students to do any of the Above.

Min. – Warning/conference

Max. – Ten (10) day suspension

17. Possession of personal items inappropriate for school.

Min. – Warning/conference

Max. – Five (5) day suspension

18. Use of electronic communication devices (this includes paging devices, beepers, cellular phones, or any similar communication device).

Min. – Warning/Conference for the first offense

Max. – Three (3) day suspension.

19. ACA# 5-71-210 makes it illegal (a class D felony) to communicate a false alarm. Students found guilty of this offense are subject to disciplinary action.

Min. – Warning/Conference

Max. – Expulsion for one (1) year

20. Behavior Not Covered

The Benton School District reserves the right to punish behavior that is not conducive to good order and discipline in the schools, even though such behavior is not specified in the preceding written rules. The school also reserves the right to increase disciplinary penalties when a threat to disrupt or interfere with the educational process is present.

Consequences for behavior not covered:

Min. – Warning/Conference

Max. – Expulsion

Due Process

Every student is entitled to due process. Any student who feels aggrieved concerning any matter connected with the schools should apply first to the teacher or the building principal.

STUDENT DISCIPLINE

Corporal Punishment

Corporal punishment may be administered by any certified employee of the District for disruptive or unmanageable conduct, insubordination, profane, violent, vulgar, or insulting language or other conduct that would tend to disrupt the educational process.

The Board directs that corporal punishment, when deemed necessary, will be administered according to the following requirements:

1. Corporal punishment is authorized immediately for those acts of misconduct that are so disruptive in nature as to shock the conscience; otherwise, corporal punishment shall not be administered unless an attempt has been made to modify the student's behavior by some other means, and unless the student has been told that a continuation or repetition of the behavior may lead to corporal punishment.
2. When corporal punishment is administered, a school administrator must be present and it shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.
3. It will not be administered in the presence of other students, nor in a spirit of malice or anger, nor will it be excessive.
4. It will be administered to the lower posterior only.
5. Refusal to take corporal punishment may result in suspension.

Parents who prefer suspension rather than corporal punishment may sign a discipline form that is available in the principal's office.

6. When corporal punishment is used, a written report will be made and signed by the employee administering the corporal punishment. It shall also state the reason for its use and the name of the witness. The witness shall also sign the report verifying its accuracy.

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

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.

Suspension and Expulsion

1. The building principal of a school may suspend pupils up to ten (10) consecutive school days. In all suspensions up to 10 days, the principal will give the student oral or written notice of the charges. If students deny the charge and the explanation of the evidence the school has, an opportunity to present the student's version concerning the charge and the evidence must be given to the student. The hearing with the accused student's principal or designee will precede the student's suspension from the school unless the student's presence endangers persons or property or threatens the academic process, justifying immediate removal from school. Necessary notice and suspension hearing will follow as soon as possible.
2. Student suspensions for more than 10 consecutive days or an expulsion are a function of the Board of Education and follow the Expulsion Procedures below

Conduct that disrupts school routine, tends to impair the discipline of the school or harms other pupils is sufficient grounds for suspension or expulsion.

Violations of Arkansas Civil Law on school property by students are also grounds for suspension; e.g. carrying concealed weapons, drunkenness, drugs, etc. Some other examples of offenses that warrant suspension or expulsion are: immoral conduct, indecent language or behavior, violent opposition to authority, persistent disobedience or disorder.

Expulsion Procedures

In the event that a student's behavior/actions warrant an expulsion, the following procedure will be followed:

1. After the principal has met with the student and held a due process conference, the parent or guardian will be informed about the recommendation for expulsion. The principal will send a written recommendation for expulsion to the Assistant Superintendent for Student Services. If there is an objection to the expulsion, the parent or guardian will be directed to contact the Assistant Superintendent for Student Services immediately at (501) 776-5710 to set up a conference.

Level I Expulsion Hearing

2. The Assistant Superintendent for Student Services will meet with the student and parent or guardian within two (2) working days to discuss the expulsion recommendation with them and to make a decision to uphold, amend, or overturn the expulsion recommendation.
3. The Assistant Superintendent for Student Services will send a letter to the parent or guardian and the superintendent outlining the results of the Expulsion Hearing.
4. Should the parent or guardian wish to appeal the decision made by the Assistant Superintendent for Student Services, he/she must notify the superintendent who will assemble the appeals committee made up of Central Office Administrators within five (5) working days.

Level II Expulsion Hearing

5. The appeals hearing will be conducted as follows:
 - An administrator from the student's school will outline the events that occurred which brought about the recommendation for expulsion.
 - A spokesperson for the student or the student himself will respond to the recommendation for expulsion.
 - The Appeals Committee will be given an opportunity to ask questions before adjourning to meet to make a decision to uphold, amend, or overturn the expulsion recommendation.
 - The decision will be delivered to the student and parent verbally and in writing by certified mail within three (3) business days.

The parent or guardian does have the right to have a hearing before the Board of Education. This request must be made in writing and delivered to the superintendent by three (3) business days after the parent received the Appeals Committee's verbal decision.

Level III Expulsion Hearing

6. An expulsion hearing before the Board of Education will follow all guidelines set forth in Section 4.31 of the Board of Education Policy Manual.

Off-Campus School Events

Students at school-sponsored, off-campus events will be governed by school district rules and regulations and be subject to the authority of school district personnel or authorized chaperones. Failure to obey the rules and/or failure to obey reasonable instructions of school district personnel shall result in loss of eligibility to attend school-sponsored, off-campus events and may result in disciplinary action applicable under the regular school program.

STUDENTS WITH DISABILITIES

Benton School District will provide a Free Appropriate Public Education (FAPE) and uphold all rules and regulations set forth in the Individuals With Disabilities Education Act, 2004 (IDEA-04), P.L. 108-446, The Rehabilitation Act of 1974, and the Arkansas Department of Education Procedural Requirements and Program Standard for the provision of Special Education and Related Services for students with disabilities.

Discipline of Students with Disabilities

Benton School District will comply with 34 CRF 300.519 through 34 DFR 300.529 of the Individuals with Disabilities Act (IDEA) Amendments of 1997 and the Arkansas Department of Education Special Education and Related Services and Program Standards, Section 11.00.

TECHNOLOGY

Students may have the opportunity to use a variety of technologies at school, including computers and the internet. Students are to use this technology as directed by the staff in conformity with school curriculum. Students who use any technology in an inappropriate manner and/or not as directed by the school are in violation of school policy and subject to discipline, up to and including the loss of the right to use the technology. Students who violate student user agreements are also subject to the penalties outlined in the agreement.

Students who use technology to violate other policies will be subject to discipline for misuse of technology as well as the policy violation. Example: A student sends a threatening E-mail message to another student. This student would be disciplined for misusing technology as well as threatening another student.

Computer Use

A student will have access to district owned computers after the student and his/her parents have signed the *Student Acceptable Use Agreement*. The last page of this handbook, page 45, contains the Student Acceptable Use Agreement.

TOBACCO

All Benton School District schools are drug and smoke free campuses, this includes E-Cigarettes.

Possession or use of tobacco or products containing tobacco in any form (including, but not limited to , E-cigarettes, cigarettes, cigars, chewing tobacco, and snuff) in or on any property owned or leased by a District school, including school buses, is prohibited. This policy shall also apply to school sponsored events that are held off school property.

A copy of this statute shall be posted in a conspicuous location at every entrance to each building owned or leased by a public school district and every school bus used to transport public school students. Parents and guardians shall be sent notification in writing.

Adults and students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

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

VIDEO SURVEILLANCE

The board 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 in any district building, on district property, and in district buses and vehicles. Video recorder placements

shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view of other students, staff or visitors.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff and visitors that video cameras may be in use. Students will be held responsible for any violations of school discipline rules caught by the cameras.

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.

VISITORS

We encourage parent visitors. To conference or visit with a teacher during the instructional day, call at least one day in advance so that a mutually convenient time can be arranged. Because of our concerns for the safety of your children it is required that all visitors register at the school office before visiting any classroom.

Benton Elementary Schools are using Hall Pass, a visitor management system. On the first visit, every visitor will be asked to provide identification to scan into this new system. All subsequent visits, visitors need only provide their name. Hall Pass provides each visitor with a photo visitor's pass to help ensure a safe environment for our students and staff.

When bringing items to school for your child, bring them to the school office, labeled with the child's name and teacher. **School personnel will deliver these items to the room.**

Young children or students enrolled in another school are not permitted to visit classrooms during school hours.

VOLUNTEERS

Benton Public Schools are fortunate to have an interested and supportive public. Contact your child's school if you are interested in the volunteer program. Volunteers are required to sign in at the school office upon each visit to the school.

Each elementary school has a parent/teacher organization. Parents are encouraged to become members of the parent group and to regularly attend meetings.

NON-DISCRIMINATORY POLICY

It is the policy of the Benton Public Schools to provide equal opportunities without regard to race, color, national origin, sex, age, qualified handicap, or veteran status in its educational programs and activities. This includes, but is not limited to, admissions, educational services, financial aid, and employment. Inquiries concerning application of this policy may be referred to [Mary Morgan](#), the District Equity Coordinator or the Director of Personnel/Student Services:

~~Mark McDougal~~
Director of Personnel and Student Services
P.O. Box 939
Benton, AR 72015
Telephone Number: 778-4861

Parent Involvement Plans

Caldwell Elementary School Parental Involvement Plan 2015-2016

Parental Involvement Committee Members

Lori Bacon, Assistant Principal
Alayna Ambort, Counselor
Candy Sample, Nurse
Jill Byrd, Kindergarten Teacher
Rachel Wooten, 4th Grade Teacher
Melissa Berry, Parent
Joanna Ashley, Parent
Marci Yates, Parent

Title 1 Funding

No Title 1 Funding

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

—Caldwell Elementary School recognizes that communication between home and school should be regular, two-way, and meaningful. Information is distributed to parents of the district's students and provided, to the extent practicable, in a language the parents can understand. Parents are provided information through e-mail, phone calls, newsletters and the school website. We will also conduct two parent/teacher conference meetings during the school year to engage parents in meaningful dialogue about the progress of their children.

—Pursuant to Act 35 of 2004, each teacher in our district is required to have no less than two hours of professional development designed to enhance understanding of effective parental involvement strategies. These two hours may be included in the thirty hours required for each certified employee. We also provide mentoring of new teachers annually with training on how to conduct parent teacher conferences to provide meaningful communication with parents.

—Additional District Communication:

- Annual Report to the Public (Lori Bacon)
- Student handbooks (Allison Pepper Teacher and Lori Bacon)
- Calendar of events for the year (Diane Lovell)
- Progress reports at 4 ½ weeks into marking periods (each teacher)
- Weekly folders (each teacher)
- Report Cards (each teacher)
- Edline (each teacher and Sherri Fite)
- Home Access Center (HAC) (each teacher and Sherri Fite)
- District and School Websites (Sherri Fite)
- Local Newspaper (Angela Trotter)
- School Wide Phone Announcements Alert Now (Diane Lovell and Central Office Staff)
- Music Programs daytime and evening presentations (Mandy Hill)
- Interpreters for ESL families (Carmen Phelps)
- Interpreters for hearing impaired families (Donna Chastain)
- Invitations to Open House (Diane Lovell)
- Marquis sign (Enos Sanders)
- New Parent Orientation Meeting held in August (Diane Lovell and Lori Bacon)
- Remind 101 Texting (each teacher)
- Watch DOGS kick off event (Lori Bacon)

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)

New Parent Meeting-Diane Lovell and Lori Bacon

Open House—Diane Lovell
Watch Dog Kick-Off Event—Lori Bacon
PTO Meeting with Annual Report to the Public—Lori Bacon
Fall Parent Teacher Conference Night—Set by district...Mark McDougal
Spring Parent Teacher Conference Night—Set by district...Mark McDougal
Music programs with multiple performance times to accommodate parents—Mandy Hill

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

~~Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.~~

~~The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.~~

~~Parents are welcome in Caldwell Elementary School, and their support and assistance are sought. We have many volunteer programs throughout the district. Some examples are Parent Teacher Organizations (PTO), Watch DOG Dads, and Classroom Volunteers.~~

~~A volunteer handbook with important information on effective volunteering, district policies, and frequently asked questions is provided for school volunteers. The district provides Parent Teacher Organization training, Watch DOGS are trained by the Top Dog. This often helps parents feel more comfortable volunteering in our schools. (Lori Bacon)~~

4. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school-wide school improvement plan?

- ~~To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. (Diane Lovell)~~
- ~~The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. (Melissa Berry, President)~~
- ~~Coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as the Watch DOGS program. (Lori Bacon)~~

Other Volunteering Opportunities

- Benton AGATE (Morgan Roseberry)
- Hearing/Vision Screening and Flu Shot Clinics (Candy Sample)
- Book Fairs (Kellie Beggs)
- Picture Day (Tammy Robinson)
- Field Trips (Each Teacher)
- Reading Rewards Parties (Melissa Berry)
- Good Citizen Rewards (Joanna Ashley)
- Set design and construction for music performances (Mandy Hill)
- PE physical fitness testing (Jeannie Sims)
- Green team projects, including school garden (Morgan Roseberry)
- Fall Festival (PTO)
- Variety Show (Mandy Hill)

- Little Rockers (Jeannie Sims)
- Testing Week Celebrations (PTO)
- Track and Field Day (Jeannie Sims)

5. How will your school provide resources for parents?

- The school will distributed Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail...). (Tammy Robinson)
- To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. (Alayna Ambort)
- Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.
- The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator. (Lori Bacon)

HOWARD PERRIN ELEMENTARY PARENTAL INVOLVEMENT PLAN

2015-2016

Parental Involvement Committee Members

Stacye Shelnut, Principal

Kelly Keene, Assistant Principal

Lisa Ladd, Counselor

Kathy Tolbert, Teacher

Amber Bohannon, Parent

Holley Little, Parent

No Title I Funds

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

The school will distribute a monthly newsletter to parents that is developed with participation of the parent school organization, administration, staff and parent volunteers. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills.

Homework assignments and pertinent classroom information will be available on classroom Edline pages. Also, parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use e-mail to communicate with members of the school staff.

Each teacher will send home a folder containing student papers and work samples on Tuesday of each week. Parents will be asked to sign the folder and send it back to school every Wednesday.

Teachers will routinely contact parents on an individual basis to communicate about their child's progress.

The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.

The school will send parents a parent friendly letter in the first report card that explains their child's test results and standardized test scores.

The school will offer parents a special workshop each year on the school's approach to school improvement.

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)

The meetings will be held at various times during the day or evening to better accommodate parents.

Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.

The school will offer parents a special workshop each year to provide an explanation of the statewide assessment system, standards, and other accountability measures.

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

- Library assistant
- Reading buddy
- Mentor
- Teacher assistant
- Tutor
- Book fair helpers
- Awards day presentation
- Field day volunteers
- Family reading night
- Parent education workshops
- Orientation presentations
- Open House
- Parent school organization
- Red Ribbon week
- Music concerts
- Various committees

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

The school will provide opportunities for parents and community members to support the instructional program through such programs as Reading Buddies, tutoring, and Watch D.O.G. Dads.

The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. The requirements will be explained to parents and they will be encouraged to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.

The school will work with Benton Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The schools will work together to host special orientation programs for parents and students to help with the transition. Parents will have the opportunity to meet the new teachers at the end of the school year.

Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education.

The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.

4. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school-wide school improvement plan?

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.

The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.

Coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as the Head Start Program, Home Instruction Programs for Preschool Youngsters, and state-run preschool programs.

5. How will your school provide resources for parents?

The school will distributed Informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e-mail...).

To promote and support responsible parenting, the school shall, as funds are available:

Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.

Create a parent center.

Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.

The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator.

Angie Grant Elementary School School Parent Involvement Plan/Policy 2014-2015

District

Benton School District

School Improvement Status

Needs Improvement

Grade Levels

K-5

Parent Involvement Coordinator

Mark Rash

Are you Title I Schoolwide?

Yes

Percent of free and reduced lunch

72%

Parent Involvement Committee Members

Laura Baber, Principal

Mark Rash, Assistant Principal, Parent Involvement Facilitator

Micala Garcia, Teacher

Nicole Staton, Teacher

Anna Lowrance, Teacher

Makayla Johnson, SPED Teacher

Jamie Stearns, Parent, PTO President

Megan Harris, Teacher

Amanda Wooton, Teacher

Chris Beckwith, Teacher

Jennifer Lunsford, Music Teacher

Kimberly Phelan, Speech Language Therapist

Taylor Simpson, Secretary

Amanda Smith, Parent, PTO Officer

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

The school will distribute a monthly newsletter to parents, post on Edline, and use Alert Now, a school-wide phone announcement system, that includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills. (Principal). In addition, announcements will be posted on the Angie Grant Elementary Facebook page.

The school will use the Edline website to house classroom Web sites for each teacher. Homework assignments and pertinent classroom information will be available on classroom Web sites. Also, parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use e-mail to

communicate with members of the school staff. Parents can access District and school websites for school news, calendar of school activities, and school information. (Assistant Principal) Each teacher will send home a folder containing student papers and work samples each week. Parents will be asked to sign the folder and send it back to school. (Classroom Teacher) Teachers will routinely contact parents on an individual basis to communicate about their child's progress. (Classroom Teacher)

The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events. (Principal)

The school will offer parents the Annual Report to the Public each year on the school's yearly progress and approach to school improvement. (Principal)

The school will post in the local newspaper invitations to Angie Grant Open House, Kindergarten Round-Up, school achievements. (Principal)

Parents will receive elementary student handbooks at the beginning of each school year and as their child enrolls in the school. (Principal)

Parents will receive notice through school and classroom newsletters about music programs, family night events, PTO, and grade level programs. (Principal)

Interpreters will be provided for ESL families during Parent/Teacher Conferences, parent meetings, and additional school conferences. (Principal)

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)

These meetings will include parent training sessions to help parents understand how to enhance their child's education.

These meetings will include a series of family book fair nights that provide an opportunity for parents and their child to experience the school environment in a positive and helpful manner while school staff may provide any needed assistance or encouragement. (Library Media Specialist)

The meetings will be held at various times during the day or evening to better accommodate parents. Times: Teacher Prep Times, Lunch, and after school (Teacher)

Outside speakers will provide parents with more information concerning ways to make their child's academic life more successful. (Classroom Teachers)

The school will hold an orientation for parents at each grade level to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan. (Principal)

Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures. (Principal)

The school will offer parents a special workshop each year to provide an explanation of the statewide assessment system, standards, and other accountability measures. (Principal)

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

- a. Grade Level Parent Meetings;
- b. Fall Festival: (Principal, PTO)
- c. Holiday Shop: (PTO)
- d. Book fair helpers : (Library Media Specialist)
- e. Awards day presentation: (Principal)
- f. Field day volunteers: (Principal)
- g. Family reading night: (Library Media Specialist)
- h. K-5 Math Night: (District and Building Math Specialist)
- i. Open House (Principal)
- j. Parent school organization (Principal)
- l. Red Ribbon week (Counselor)
- m. Choir concerts (Music Teacher)
- n. Classroom Volunteers: (Assistant Principal)
- o. Hearing/Vision Screenings and Flu Clinics: Flu Clinic (Nurse)
- p. Fall and Spring Student Pictures: (PTO)
- q. Field Trips: (Classroom Teachers)

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

The school will provide opportunities for parents and community members to support the instructional

program through such programs as grade level parent meetings, PTO meetings, guest speakers, and guest readers. (Assistant Principal)

The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school.

The school will work with Benton Middle School to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. The middle school will host special orientation programs for parents and students to help with the transition. Parents will have the opportunity to meet the new teachers at the end of the school year's Rookie Camp which is for fifth graders going to Benton Middle Schools. TBA (Principal)

School will provide instruction to parents on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at-home parental instruction approved by the Department of Education. (Assistant Principal, Counselor)

(Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. 8/11/14 (Principal)

4. How will your school work with parents to create a School-Parent Compact?

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will have the opportunity to sign the compact. 4/24/14; 8/14/14(Principal)

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school-wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program?

The school will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way. Student Handbook Committee, Parent Involvement Committee (Principal)

The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way. ACSIP Committee, G/T Advisory Committee (Principal)

The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement. (Principal)

To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement. (Principal)

The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school. (Principal)

School will coordinate and integrate parental involvement strategies with other programs, such as the Head Start Program, Reading First Program, Early Reading First Program, Home Instruction Programs for Preschool Youngsters, and state-run preschool programs. (Assistant Principal)

6. How will your school provide resources for parents?

Parents will have the opportunity to request activation of Edline accounts to check grades and visit educational Web sites. (Assistant Principal)

The school will distributed informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e mail...). (Principal)

To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review. (Principal)

It is included in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions. (Principal)

The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator. (Assistant Principal)

7. How will your school engage parents in the evaluation of your parental involvement efforts?

The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school

staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth. (Principal) Parents will be asked to complete several surveys throughout the school year to provide input and feedback on the programs in place and the effects of parental involvement efforts. (Principal)

8. How will your school use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year?

The school will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically. The school will use the results of the parent interest survey to plan the parental involvement activities for the year.

The school will evaluate the activities at the end of the year as part of the annual parental involvement plan evaluation.

9. When will your school plan the Annual Title I Meeting that must be conducted separately? (It CANNOT be held in conjunction with any other meetings or activities.)

The school will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A Program. (Principal)

The school will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet. (Principal)

For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign-in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office. (Principal)

If you have any questions, please to speak with our building principal at Angie Grant Elementary. Our phone number is 778-3300.

**Ringgold Elementary School
School Parent Involvement Policy
2014-2015**

District

Benton School District

School Improvement Status

Standards not met

Grade Levels

K-5

Parent Involvement Coordinator

Rhonda Redmond

Are you Title I Schoolwide?

Yes

Percent of free and reduced lunch

52

Parent Involvement Committee Members

Rhonda Redmond, Parent Involvement Coordinator

Robin Hudson, Counselor

Darla Brimhall, 5th Grade Teacher

Bridgett Holiman, Parent

Lauren Stephens, Parent

1. List various communication strategies used in your school to provide additional information to parents and to increase parental involvement in supporting classroom instruction.

The school will distribute a quarterly newsletter to parents that is developed with participation of the parent school organization, principal, staff and parent volunteers. It includes school news, a calendar of school activities, and parenting tips related to school achievement such as homework tips, organizational skills, and study skills. Teachers will send home weekly class updates. Rhonda Redmond

The school's reading specialist will create materials explaining the school's involvement with the state's reading initiative and how the parents can be involved in supporting the goals of this initiative. It will be distributed at P.A.L.S. (Parents Assuring Literary Success) Meetings.—Pam Evans

The school will create a Web site to house classroom Web sites for each teacher. Homework assignments and pertinent classroom information will be available on classroom Web sites. Also, parents can access their child's grades using a PIN number they received at the beginning of the school year. Parents may use e-mail to communicate with members of the school staff.—Edline & HAC—Sherri Fite

Each teacher will send home a folder containing student papers and work samples each week.—Beverly Overturf/ Rhonda Redmond

Teachers will routinely contact parents on an individual basis to communicate about their child's progress.—Beverly Overturf/Rhonda Redmond

The school will provide to parents reports/report cards every four weeks with information regarding their child's academic progress and upcoming classroom and school events.—District Report Cards—Beverly Overturf/Rhonda Redmond

The school will send parents a letter in the first nine weeks that explains their child's test results and standardized test scores.—Rhonda Redmond

The school will offer parents a special workshop each year on the school's approach to school improvement.—Beverly Overturf/Rhonda Redmond

The school will send notices home with students, post notices on the school website, on the marquis, through alert now and post notices in the quarterly newsletter about parent workshops and meetings.—Rhonda Redmond

The school will use the student handbook, school Web site, and parent orientation meetings about the Schoolwide Title I Plan and how to get a copy upon request.—Beverly Overturf/Rhonda Redmond

2. List the proposed parent meeting, conferences and activities regularly throughout this year and the dates providing flexible meeting times that you have planned to increase parental involvement and build staff and parent capacity to engage in these types of efforts. (Must include the 2 state mandated parent/teacher conferences each year.)

These meetings will include a series of P.A.L.S. luncheons that provide an opportunity for parents to experience the school situation in a positive and helpful manner while school staff may provide any needed assistance or encouragement.—Pam Evans/Rhonda Redmond

The school will hold an orientation for parents to inform them about the school's participation in the Title I program and to encourage parents to be involved with reviewing and revising of the School's Title I Plan.—Beverly Overturf/Rhonda Redmond

The meetings will be held at various times during the day or evening to better accommodate parents.—Rhonda Redmond

Outside speakers will provide parents with more information concerning ways to make their child's academic life more successful.—Rhonda Redmond

Teachers will hold conferences individually with parents of children in their classrooms. Parents will be given a summary of the student's test scores and an explanation of the interventions teachers are using to assist the child in reaching achievement goals. Parents will be asked to engage in discussion of how they can support these efforts. Parents will also be given suggestions for coordinating school-parent efforts and explanations of homework and grading procedures.—District Scheduled Parent-Teacher Conferences—Beverly Overturf

The school will offer parents a special workshop each year to provide an explanation of the statewide assessment system, standards, and other accountability measures.—Beverly Overturf

The school will encourage parents in the following types of roles and activities to increase their involvement and support for student learning:

Library assistant—Ima Greer

Reading buddy—Robin Hudson

Teacher assistant—Rhonda Redmond

Tutor—Rhonda Redmond

Book fair helpers—Ima Greer

Grandparents Day—Beverly Overturf

Awards day presentation—Beverly Overturf/Rhonda Redmond
Field day volunteers—Jennifer Kelly
Parent education workshops—Rhonda Redmond
Orientation presentations—Beverly Overturf
Open House—Beverly Overturf
Parent school organization—Beverly Overturf
Red Ribbon week—Robin Hudson
Choir concerts—Leticia Melton
T.O.T. Performances—Jennifer Kelly

3. How will your school provide information to parents about volunteer opportunities (must include state mandated parent training)?

STATE REQUIREMENT—Provide instruction to a parent on how to incorporate developmentally appropriate learning activities in the home environment, including without limitation: role play and demonstration by trained volunteer, the use of and access to the Department of Education website tools for parents, assistance with nutritional meal planning and preparation and other strategies or curricula developed or acquired by the school district for at home parental instruction approved by the Department of Education.—Rhonda Redmond

STATE REQUIREMENT (Staff Development) The State Board of Education's Standards for Accreditation of Arkansas Public Schools and School Districts shall require no fewer than two (2) hours of professional development for teachers designed to enhance the understand of effective parental involvement strategies. No fewer than three (3) hours of professional development for administrators designed to enhance understanding of effective parent involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation.—Beverly Overturf/Rhonda Redmond

Ringgold Elementary School and Benton Middle School will work together to help provide a smooth transition from one school to the next by raising parent awareness of procedures and related activities. BMS will host special orientation programs for parents and students to help with the transition. Ringgold will facilitate informing parents of event dates and times and will send 5th graders to BMS for an orientation day during the school day to ensure as many students as possible make it to orientation. Parents will have the opportunity to meet the new teachers at the new school.—Beverly Overturf/Rhonda Redmond

The school will provide opportunities & programs for parents and community members to support the instructional program through such programs as Rocking Reader & tutoring.—Robin Hudson/Rhonda Redmond

The school will provide a list of volunteer opportunities and solicit ideas for other types of volunteer efforts during orientation of parents. Teachers will explain the requirements to parents and encourage them to become involved in the school. Brief training sessions will provide parents and community members with the information they need to participate as school volunteers in order to put them at ease and make the experience pleasant and successful.—Rhonda Redmond

4. How will your school work with parents to create a School-Parent Compact?

School staff, parents, and students will develop a school-parent-student compact. This compact will outline how parents, school staff, and students share the responsibility for improving student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high academic standards. All stakeholders will sign the compact.—Rhonda Redmond

5. How will your school provide opportunities for parents to be involved in the development, implementation and evaluation of the school-wide school improvement plan, and the Annual Title I Meeting to engage them in the decision-making processes regarding the school's Title I, Part A Program?

STATE REQUIREMENT—To take advantage of community resources, the school shall consider recruiting alumni from the school to create an alumni advisory commission to provide advice and guidance for school improvement.—Rhonda Redmond

STATE REQUIREMENT—The school shall enable the formation of a Parent Teacher Association or organization that will foster parental and community involvement within the school.—Beverly Overturf

Coordinate and integrate parental involvement strategies with parental involvement strategies under other programs, such as the Home Instruction Programs for Preschool Youngsters and state-run pre-school programs—Rhonda Redmond

The school will engage parents in decision making about the allocation of its Title I, Part A funds for parental involvement.—Beverly Overturf

The school will ask parents to serve on curricular and instructional review committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.—Beverly Overturf

The school will involve parents on school improvement planning committees. To support this process, the school will offer both school staff and parents training on how to contribute to this process in a meaningful way.—Beverly Overturf

6. How will your school provide resources for parents?

Parents may view the Title I Plan located in the conference room. A suggestion sheet will also be available for parental input. The school will open the resource center at hours that are convenient to parents.—Rhonda Redmond

STATE REQUIREMENT—The school will distribute informational packets each year that includes a copy of the school's parental involvement plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the current school year and information about the system that will be used to allow parents and teachers to communicate (notes, phone calls, e mail...).—Rhonda Redmond

STATE REQUIREMENT—To promote and support responsible parenting, the school shall, as funds are available: Purchase parenting books, magazines, and other informative materials regarding responsible parenting through the school library, advertise the current selection, and give parents the opportunity to borrow the materials for review.—Rhonda Redmond/Ima Greer

STATE REQUIREMENT—Include in the school's policy handbook the school's process for resolving parental concerns, including how to define a problem, whom to approach first, and how to develop solutions.—District Handbook Committee

STATE REQUIREMENT—The principal of each school in a school district shall designate (1) certified staff member who is willing to serve as a parent facilitator.—Beverly Overturf

7. How will your school engage parents in the evaluation of your parental involvement efforts?

The school will engage parents in the annual evaluation of the Title I, Part A Program's parental involvement efforts through an annual evaluation using a comprehensive needs assessment filled out by teachers, parents and school staff. The Title I committee, made up of teachers, parents and school staff, will determine the effectiveness of the parental involvement plan and make changes if warranted. While collecting evidence about satisfaction with the program and the school's efforts to increase parental involvement will be a part of the evaluation, the survey will also collect specific information on the (1) growth in number of parents participating in workshops and meetings; (2) specific needs of parents; (3) effectiveness of specific strategies; and (4) engagement of parents in activities to support student academic growth.—Rhonda Redmond

8. How will your school use the parent interest surveys to select, plan and implement parental involvement activities that will be offered throughout the year?

The school will ask parents to fill out a parent interest survey at registration or at the beginning of each school year to get information from parents concerning the activities they feel will be most beneficial in the efforts to support their child academically.—Rhonda Redmond

The school will use the results of the parent interest survey to plan the parental involvement activities for the year.—Rhonda Redmond

The school will evaluate the activities that were suggested by the parents at the end of the year as part of the annual parental involvement plan evaluation.—Rhonda Redmond

9. When will your school plan the Annual Title I Meeting that must be conducted separately? (It CANNOT be held in conjunction with any other meetings or activities.)

The school will conduct an Annual Title I Meeting for parents of the students who participate in the Title I, Part A Program.—Beverly Overturf/Rhonda Redmond

The school will hold their annual Title I meeting separate from any other meetings or activities to ensure that they have ample time to provide a description/explanation of school curriculum, information on forms of academic assessments used to measure student progress and information on proficiency level students are expected to meet.—Beverly Overturf/Rhonda Redmond

For each Title I, Part A School, an Annual Title I Meeting must be conducted. The agenda, the sign in sheet and the minutes for this meeting must be generated separately from any other events and kept on file in the school's office.—Beverly Overturf/Rhonda Redmond

4.29F—STUDENT ACCEPTABLE USE AGREEMENT

Student's Name (Please Print) _____ GradeLevel _____

School _____ Date _____

The Benton School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet and network resources under the following terms and conditions which apply whether the access is through a District or student owned technology device:

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 technology 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 and network access for educational purposes only. In using the Internet and network, the Student agrees to obey all federal and state laws and regulations. The Student also agrees to abide by any Internet and network 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. **[Note: A.C.A. § 6-21-107 requires the district to have "...provisions for administration of punishment of students for violations of the policy with stiffer penalties for repeat offenders, and the same shall be incorporated into the district's written student discipline policy." You may choose to tailor your punishments to be appropriate to the school's grade levels.]**

4. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:

Level One Offense

- a. using the Internet for other than educational purposes;
- b. accessing "chat lines/rooms" unless authorized by the instructor for a class activity directly supervised by a staff member;
- c. using abusive or profane language in private messages on the system;
- d. posting anonymous messages on the system;
- e. using encryption software;
- f. wasteful use of limited resources provided by the school including paper;
- g. causing congestion of the network through lengthy downloads of content;
- h. vandalizing data of another user;
- i. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
- j. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
- k. failing to obey school or classroom Internet and network use rules; or
- l. invading the privacy of individuals;
- m. divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email. Personally identifying information includes, but is not limited to, full names, address, and phone number.
- n. creating a web page or associating a web page with the school or school district without proper authorization;
- o. providing access to the District's network to unauthorized individuals;
- p. installing or downloading software on district computers without prior approval of technology director or his/her designee.
- q. accessing personal email accounts
- r. attaching a computer or other device that is not the property of the Benton School District to the network without first receiving prior approval of technology director or his/her designee;
- s. supplying an unauthorized network, wired or wireless, to other users (e.g., cellular tethering)

Level Two Offense

- a. using the system to harass, insult, or verbally attack others;
- b. gaining intentional access or maintaining access to materials which are "harmful to minors"
- c. sending, displaying or accessing obscene, pornographic, and/or sexually explicit material on any school electronic device
- d. using a proxy site or other method designed to bypass blocking filters
- e. using the Internet for any illegal activity, including computer hacking, copyright or intellectual property law violations, or transmitting any material in violation of any state or federal law;
- f. gaining or attempting to gain unauthorized access to resources or files;
- g. attempting to gain access or gaining access to student records, grades, or files;
- h. making unauthorized copies of computer software;
- i. using the network for financial or commercial gain without district permission;
- j. theft or vandalism of data, equipment, or intellectual property;
- k. intentional introduction of malware to, or otherwise improperly tampering with the system;
- l. degrading or disrupting equipment or system performance;
- m. taking part in any activity related to technology use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools.

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 _____

Note: The Neighborhood Children's Internet Protection Act (PL 106-554, 47 USC 254 (h) (I)) requires districts to hold at least one public hearing on its proposed Internet safety policy. The regulations do not require this to be a special meeting and it is allowable for it to be part of a regular school board meeting.

Benton Public Schools Vision and Mission Statement

Pursuit of Excellence through Education

The Benton School District Will:

- **Provide students a world class education that prepares them for a globally competitive society.**
- **Develop lifelong learners and students who can become self-directed in their learning by using a variety of learning strategies to enhance their educational experience.**
- **Create opportunities for all students to succeed by becoming proficient or above in all content areas with an emphasis on literacy, mathematics and the sciences.**
- **Strive to be a district of excellence that competes at the state and national levels in all academic and extracurricular activities**
- **Instill a desire for ethical behavior, integrity, and good citizenship.**

Benton Public Schools
Director of Personnel/Student Services
P.O. Box 939
207 W. Conway
Benton, Arkansas 72015
(501) 778-4861
Fax (501) 776-5777

Dear Parent/Guardian:

As a parent/guardian of a student in the Benton School district, you have the right to know the professional qualifications of your child's teacher. Federal law (No Child Left Behind Act) allows you to ask for certain information about your child's teacher and requires the District to provide you with this information within a timely manner. Specifically, you can ask for the following information about your child's teacher

- Whether the teacher has met state credential or license criteria for grade level and subject matter taught.
- Whether the teacher is teaching under emergency or other provisional status.
- The baccalaureate degree major of the teacher and any other graduate certification or degree held.
- Whether the child is provided services by paraprofessionals and if so, their qualifications.

If you would like to receive any of this information, please come by the Chenault Administration Building, 207,W Conway, Benton, Arkansas during working hours 7:30 a.m. to 4:00 p.m. week days) and complete a Parent Request form. A response will be mailed to you within ten working days from the date of the request.

I can be contacted at 501-778-4861
e-mail- mmedougal@bentonschools.org

Mark McDougal
Director of Personnel