

Mountain Home Public Schools

K-2 Student Handbook

2020-2021



Mountain Home
Kindergarten
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Table of Contents

Mission and Vision.....	2	Second Chance Program.....	30
Handbook Adjustments COVID-19.....	3	Level 1 Offenses/ Bullying.....	31-33
Safe Start Considerations.....	4-5	Level 2 Offenses.....	34-35
MHPS Off-Site Learning Policy and Procedures.....	6-8	Level 3 Offenses.....	36-37
Bomber Virtual Academy (BVA).....	9-10	Other Offenses.....	38
Principals' Page.....	11	Search and Seizure.....	38
Schools, Faculty & Staff & School Board.....	12-14	Video Surveillance.....	38
MH Parent Teacher Organization (PTO).....	15	Suspension.....	39
Curriculum K-2.....	16	Expulsion Due Process.....	39
Kindergarten Notes.....	17	Sexual Harassment Complaints.....	39
The School Day-Schedules.....	18	Student Equity Grievances.....	39
Quality Instructional Time.....	19	Bus Discipline & Policies.....	40-41
E-School/HAC (Home Access Center).....	19	Civil Rights Responsibilities.....	42
Flight Crew- Afterschool Program.....	19	Disability Advisory.....	42
Homework.....	20	Student Records.....	42
Make-Up Work/Grading/Remediation.....	21	Snack Guidelines for MH Schools.....	43
Retention/Standardized Testing.....	22	Map – MH Kindergarten.....	44
Parent/Teacher Conferences.....	22	Map – NWH Elementary School.....	45
AMI Days/School-To-Home Communication.....	22	APPENDIX	
Dismissal of Students.....	23	Family & Community Engagement.....	46
Kindergarten Car Rider Information.....	23	MH Kindergarten Summary.....	46
Nelson-Wilks-Herron Car Rider Information.....	23	MH Kindergarten Plan.....	46-48
Walkers & Bicycles/Physical Activities.....	24	Nelson-Wilks-Herron Elementary Summary.....	49
Hallways/Field Trips.....	24	Nelson-Wilks-Herron Elementary Plan.....	49-51
Cafeteria Rules and Behavior.....	25	4.35F—(MH) MEDICATION ADMINISTRATION	
School Breakfast and Lunch Program.....	25	CONSENT FORM.....	52-53
Breakfast & Lunch Accounts.....	25	4.1—RESIDENCE REQUIREMENTS.....	54
School Visitors.....	26	4.2—ENTRANCE REQUIREMENTS.....	54-56
Snacks & Food for Parties.....	26	4.3—COMPULSORY ATTENDANCE	
Distribution of Gifts.....	26	REQUIREMENTS.....	56-57
Lost and Found.....	26	4.7 MH—ABSENCES.....	57-58
School Supplies/Library.....	26	4.17(MH)—STUDENT DISCIPLINE.....	58-59
Personal Appearance.....	27	Curriculum and Graduation Requirements.....	59
Contact Information/Student.....	27	4.45MH—SMART CORE CURRICULUM AND	
Emergency Closing.....	28	GRADUATION REQUIREMENTS FOR THE CLASSES	
Emergency Drills & Crisis Plan.....	28	OF 2018, 2019, AND 2020.....	59-61
Fundraising Guidelines.....	28	4.45.1MH—SMART CORE CURRICULUM AND	
School-Based Mental Health Services.....	28	GRADUATION REQUIREMENTS FOR THE CLASS OF	
Bridges.....	29	2021 AND THEREAFTER.....	61-66
Discipline- Policies & Procedures.....	29	4.55MH—STUDENT PROMOTION AND	
Schoolwide and Classroom Rules.....	29	RETENTION.....	66-67
Core Beliefs for our School.....	29	INDEX	68
Discipline Plan/Administrative.....	30	CALENDAR	69

Mission and Vision

Mountain Home Public Schools



We believe in:

Committed to Excellence in Education...
Every Student -- Every Time -- Everywhere!

- Cultivating and supporting life-long learners.
- Challenging every student to his or her highest potential.
- Partnering with home, school, and community for student success.
- Acknowledging that students must share in the responsibility for learning.
- Preparing students to be contributing citizens in the 21st Century.
- Practicing good citizenship among students and staff.
- Providing a safe, nurturing, and orderly environment as an essential part of learning

4 Core Beliefs: (4C's) Communication, Collaboration, Creativity, Critical Thinking



HANDBOOK ADJUSTMENTS IN RESPONSE TO COVID-19 PANDEMIC

Safe Start to School Considerations

As we begin the school year, these considerations must be followed in order to mitigate risks for the spread of the virus. These considerations will stand in place of current handbook policies where applicable. Considerations may change or be removed based on need or ADH guidance.

MHPS Off-Site Learning Policy and Procedures

The word “blended” covers a student in any situation ranging from the traditional “seated” student in the regular classroom for 100% of their schedule, to a student who only attends a few scheduled classes a day on campus. A 100% virtual “unseated” student will be enrolled in Bomber Virtual Academy (BVA) and will receive all instruction at an off-site location (i.e. at home).

This policy and list of procedures is intended to provide direction and clarity to teachers, students, and parents during these uncertain and rapidly-changing times in education.

Canvas will be the learning management system (LMS) that Mountain Home Public Schools will use for blended and virtual learning purposes for all students.



Mountain Home
Public Schools

Safe Start to School Considerations

As we begin the school year, these considerations must be followed in order to mitigate risks for the spread of the virus. These considerations will stand in place of current handbook policies where applicable. Considerations may change or be removed based on need or ADH guidance.

FACE COVERINGS:

- Masks are required for all students (over the age of 10) and staff when six feet of social distance cannot be assured. This includes on buses. For more information on Governor Asa Hutchinson's mask mandate, click [here](#).

SOCIAL DISTANCING:

- Students will practice social distancing while they wait for the bus before and after school.
- All professional staff, students and visitors will observe physical distancing (6-12 feet) when possible. Classrooms, cafeterias, and other spaces will be rearranged to account for physical spacing.
- Car loading and unloading procedures will focus on minimizing the chance of spreading illness. Each school's procedure may be different based on facilities, traffic flow, etc.

STUDENTS WHO BECOME SICK AT SCHOOL:

- Students and staff must be fever-free for at least 48 hours, without the use of fever-reducing medications, before returning to school/work.
- In order to decrease exposure to illness for other students, parents need to pick their child up within 30 minutes of the phone call indicating their child is sick and is being sent home.

VISITORS:

- All front office doors at each school will be locked. Parents/Visitors will be allowed to enter the front office one at a time. When parents are waiting outside the office, they must stand 6 feet or more apart. If parents need to pick children up for appointments, they should arrive early due to limited access to the front office.
- In accordance with Governor Hutchinson's executive order, parents/visitors will also be required to wear masks and use hand sanitizer when entering the front office of each school. If a parent or visitor is unable to wear a mask due to health-related reasons, he/she should contact the school in advance of the visit to inform front office personnel of the situation. The school will make accommodations as necessary for that parent/visitor.
- No parents/visitors will be allowed past the front office of each school building unless an administrator approves him/her to enter a specific area of the building.
- No lunch deliveries from parents or businesses will be allowed.

GENERAL PROCEDURES:

- Water fountains will not be in use. Parents are encouraged to send their children to school with bottled water. All of our campuses have water bottle filling stations that students may use to refill their bottles throughout the day.
- All classrooms and buses will have assigned seating with seating charts. Some grade levels will also have assigned seating in the cafeteria and other common areas. Assigned seating will help school personnel assist the ADH with contact tracing if necessary.
- Students and staff will be temperature screened as they enter the school buildings each day.
- The layout of each classroom will be modified to allow as much physical distancing as possible.

For information about the MHPS Off-Site Learning Policy and Procedures, click [here](#).



MHPS Off-Site Learning Policy and Procedures

The word “blended” covers a student in any situation ranging from the traditional “seated” student in the regular classroom for 100% of their schedule, to a student who only attends a few scheduled classes a day on campus. A 100% virtual “unseated” student will be enrolled in Bomber Virtual Academy (BVA) and will receive all instruction at an off-site location (i.e. at home).

This policy and list of procedures is intended to provide direction and clarity to teachers, students, and parents during these uncertain and rapidly-changing times in education.

Canvas will be the learning management system (LMS) that Mountain Home Public Schools will use for blended and virtual learning purposes for all students.

Teacher Engagement

- **Maintain Accurate Student Attendance for On-Site and Off-Site Learning**

A student is absent if he/she does not participate in one of the following:

1. On-site instruction provided by the school district
2. A planned district-approved activity
3. Scheduled instruction, including remote learning, at an off-site location

- **Assigning Equitable Academic Work to All Students**

Each building will share their academic work submission procedures and expectations with families.

- Communicate Academic Progress and Grades to Off-Site Learning Students and Parents

Teachers will consistently monitor their students' academic work. If the teacher notices a student hasn't completed the assigned work, or if the completed academic work is not at an acceptable level, the teacher will contact the student and/or parent through Canvas, by email, or by phone. If the student's academic work has not improved by progress report time, the student will receive the grade from what he/she has turned in. Continuation of missing or unacceptable work may result in a face-to-face meeting with the teacher, student, parent(s), and possibly a counselor and/or administrator to develop a plan to improve the student's success at completing and submitting quality work. If the student's academic progress does not improve by the next 9 weeks' academic reporting time, then steps may be taken to have the student returned to "seated" classes on campus.

- Maintain Office Hours for Communication for Off-Site Learning

A teacher's office hours will be their normal preparation period during the school day. Preferably, students and parents should call/email during a teacher's posted office hours during the school day. If a student or parent contacts a teacher outside of her/his office hours, the teacher will get back in touch with the student or parent as soon as they can during their next available office hours.

Teachers should also leave a message when they know they will be absent from work so students and parents are aware that it may take a few more days for the teacher to get back with them to address their questions/concerns.

Student Engagement

- Students are expected to attend classes each school day. Students will be considered "present" for school if they participate in one or more of the following:

1. On-site (on-campus) instruction provided by the school district
2. A planned district-approved activity
3. Scheduled instruction, including remote learning, at an off-site location

- Students are expected to log in to Canvas to make certain they know what is expected of them each day, as well as for the week, in all of their classes.
- Teachers will communicate their expectations for engagement and deadlines with families through Canvas.
- Students are expected to communicate with both their parents and teachers if they are having difficulty with any aspect of Canvas or with any part of their academic work.
- Students are expected to use all electronic devices provided by the school in a safe and appropriate manner. Misuse of school-provided electronic devices may result in those devices being taken away from the student.

Parent Engagement

Parental support will be a crucial component of the off-site learning model. Parents of younger students will need to provide assistance to their children as they navigate the technological and curricular challenges that go along with online learning. Parents of students at any age must commit to being in consistent communication with school personnel regarding their child's progress, challenges, etc. Parents must remember that teachers will observe their standard office hours and will not be available for 24/7 communication.

For families of BVA students and students who are scheduled to learn off-site, high-speed internet connectivity is required.

Parents will be encouraged to monitor safe and appropriate use of all technology devices in off-site blended learning situations (see the Technology Use Policy in your child's student handbook).

Reminder: The district does monitor all online traffic on school-issued devices daily.

For more detailed information on Bomber Virtual Academy, click [here](#).



Bomber Virtual Academy At a Glance:

Bomber Virtual Academy (BVA): Students enrolled in BVA will be MHPS students who access all their learning remotely. That means that they will not attend classes on our campuses. They will be enrolled in classes taught by MHPS teachers through our online learning management system, Canvas. These students will be taught the same standards with the same curriculum as our on-site students. BVA is an extension of our FlexPath program that has been developed as a response to the COVID-19 pandemic. BVA is offered to all Mountain Home Public Schools students in grades K-12.

Learning Management System - Canvas:

All BVA courses will be accessed by students through Canvas. Canvas is where all your child’s curriculum and instruction will be housed. Through Canvas, BVA students will be able to interact with teachers, view video tutorials and lessons, generate work, collaborate with classmates, and submit assignments.

Curriculum & Instruction:

BVA students will have the same learning expectations and curriculum as the students who elect to learn on campus. The same essential standards that are targeted and taught in our on-site classrooms will be taught through Canvas to our BVA students. In fact, a MHPS teacher’s class roster might feature several BVA students as well as several on-campus students. BVA students will have opportunities to collaborate with other students virtually.

BVA will involve asynchronous learning, which means that enrolled students and their families will have some flexibility in deadlines, scheduled work time, etc. to accommodate individual needs. BVA students will however be responsible for meeting teachers’ flexible deadlines by completing assigned work weekly. BVA students will communicate weekly with their teachers through Canvas, and there will be additional opportunities for regular parent-teacher communication.

Student characteristics for success:

- Self-Motivated
- Proficient in technology use
- Independent learner
- Good time management skills
- Effective communicator

How to register for BVA:

A survey will go live the week of July 6 that will ask parents to indicate their interest in BVA for their children. Responding to this survey is not a commitment to BVA but will help as MHPS plans for fall instruction. An Intent to Enroll in BVA form will go live later in July (and will close on July 31), and parents who fill out this form for their child will be making a commitment to the program for the first 9 weeks of school. At the end of the first nine weeks, procedures for requesting a

change in placement (to our blended learner status) will be published so that families interested in transitioning their child back to seated classes may have that option.

Bomber Virtual Academy Q &A:

Q: Does my family have to provide a computer for my child to use?

A: No, MHPS will provide Chromebooks to all BVA students, although you are allowed to use your own as long as it has the appropriate capabilities to run Canvas and communicate with teachers.

Q: Are we required to have high speed Internet access in order for my child to enroll in BVA?

A: Yes, your child must have access to high speed internet in order to complete his/her BVA work.

Q: Can my child still participate in school activities if he/she is designated as a BVA student?

A: Students in grades 6-12 may participate in all AAA-sanctioned activities.

Q: Is my child allowed to change back to a blended learning student if he/she begins the year in BVA?

A: Changes to the student’s learning model can be made at the end of a 9-weeks grading period unless extenuating circumstances are approved by the Director of Student Services.

Q: Will there be Canvas training for students and parents?

A: Yes, we will provide an orientation program for BVA parents and students. Plans are being made for that orientation now, and more information will be released later in the summer.

Q: Will my child have to come to school for state assessments?

A: Yes, a testing schedule will be released later that details the dates of state-mandated testing and provides information for how BVA students will be tested.

Q: Who can I contact for questions about BVA?

A: Your child’s building administrators and/or school counselors will be the contacts for BVA.

Q: I have heard that families have to pay for some home school programs? Will we have to pay for our child to be enrolled in BVA?

A: No. You do not have to pay for your child’s BVA enrollment or the curriculum used. BVA students are public school students who access their learning from a distance. BVA students will graduate from Mountain Home Public Schools with a high school diploma and will even be eligible for the Mountain Home Promise Scholarship through the Mountain Home Education Foundation.

Q: What is the parent’s responsibility if a child enrolls in BVA?

A: Parental support will be a crucial component of the BVA learning model. Parents of younger students will need to provide assistance to their children as they navigate the technological and curricular challenges that go along with online learning. Parents of students at any age must commit to being in consistent communication with school personnel regarding their child’s progress, challenges, etc.

Principals' Page

Mountain Home Kindergarten

Dear Parents,

The faculty and staff of Mountain Home Kindergarten welcome you and your child to our school. Mountain Home Kindergarten is composed of Kindergarten students, as well as a variety of special services. We are pleased to report that all Kindergarten teachers are trained in the Science of Reading (both RISE and Apple Connections)! We have focused our summer work on being prepared to teach blended learning in these uncertain times. Our promise is to provide your child with a high quality education no matter the circumstances.

This handbook has important information regarding school policies and procedures. Please read the handbook with your child. If you have any questions after reading the handbook, please call the office at (870) 425-1256. We welcome your participation and support during the school year. We are here to help each child have a positive experience in Kindergarten. We look forward to working with you.

Janet Wood, Principal

Nelson-Wilks-Herron Elementary

NWH Families~

We feel so privileged to welcome your child to Nelson-Wilks-Herron Elementary. We have missed you! Last year ended rather abruptly for many of us yet we continued to be engaged with learning in a variety of ways. We could not be prouder of our community for the ways we pulled together to meet the needs of all of our students!

We want all of our young scholars to be healthy, academically engaged, and safe so they become high performing learners. Through Collaboration, Communication, Creativity, and Critical Thinking (the 4Cs of 21-Century Skills), we continue to prepare our students for success today and in the future. Please know that we will work tirelessly for your child so they have the student-driven, child-centered, and learning -focused education they deserve. NWH is dedicated to high-level learning for all of our students.

As an important part of the NWH family, we want you to feel welcome at school. We invite you to become involved and engaged in your child's education. There are many opportunities to participate with the school, from volunteering to attending class functions. Families are the child's first and most important teacher and we look forward to partnering with you.

Please feel free to contact us with any questions, ideas, or concerns you might have as we progress through the school year.

Again, we count it an honor to have the privilege of working with you and your children.

Laurie Cramton, Principal

Amanda Green, Assistant Principal

Schools, Faculty & Staff & School Board

Superintendent

Dr. Jacob Long.....425-1201

Assistant Superintendent

Caroline Nail..... 425-1201

District Business Manager

Leah Cotter.....425-1201

Director of Student Services

Ron Czanstkowski.....425-1201

Transportation Supervisor

Paul Bellnap.....425-1240

(Our buses are equipped with radios and the drivers can be reached during their route for emergencies.)

Mountain Home Kindergarten Center

Janet Wood, Principal
1310 Post Oak Rd
425-1256

Nelson-Wilks-Herron Elementary

Laurie Cramton, Principal
Amanda Green, Assistant Principal
618 N. College
425-1251

Hackler Intermediate School Grades 3, 4, & 5

Allyson Dewey, Principal
Kevin Roach & Kristi Majors, Assistant Principals
965 West Rd.
425-1288

Pinkston Middle School Grades 6 & 7

Lindsey Blevins, Principal
Jason Morris, Assistant Principal
1301 S. College
415-1236

Mountain Home Junior High School Grades 8 & 9

Kyle McCarn, Principal
Elise Strain, Assistant Principal
2301 Rodeo Dr.
425-1231

Mountain Home High School Grades 10, 11, & 12

Brent Bogy, Principal
Steve Morris & Mary Beth Russell, Assistant Principals
501 Bomber Boulevard
425-1215

Guy Berry College and Career Academy

Jeff Kincade, Director
1001 South Main St.
425-1247

Mountain Home School Board

Bill Wehmeyer.....President
Arnold Knoxl.....Vice President
Dan Smakal.....Secretary
Lisa House
Barbara Horton
Jason Schmeski
Neal Pendergrass

Technology Director/Auxiliary Services

Steve Mendeleski..... 425-1329
425-1255

Food Services..... 425-1225

Pam Burns

Gifted and Talented

Caroline Nail..... 425-1201

Special Education..... 425-1247

K-5: Gwen Benton
6-12: Jill Czanstkowski

Volunteer Program

Dr. Dana Brown..... 425-1281

Student Equity Coordinator

Dr. Dana Brown..... 425-1281

504 District Coordinator

Dr. Dana Brown..... 425-1281

Title I Services

Dr. Dana Brown..... 425-1281

District Psychological Examiner

Matt Sutton..... 425-1247

K-2 Faculty

Below are the names of those serving in the K-2 schools who will be involved in providing various services for your child(ren). These are the valued individuals who will be working together as a school team to provide the best services possible for your child.

Mountain Home Kindergarten

Janet Wood, Principal

Classroom Teachers

Ashley McCord - Rm 18
Kellye Conly - Rm 19
Kim Crecelius - Rm 10
Christy Curtis - Rm 17
Lori Manchester - Rm 14
Kary Goettler - Rm 20
Diane Gross - Rm 15
Lesa Henderson - Rm 16
Cheyanne Hollenbach - Rm 34
Alice McLean - Rm 5
Sara Trivitt - Rm 7
Darrah Pitchford - Rm 11
Sherry Rogers - Rm 9
Dana Rowlett - Rm 8
Frankie Tilley - Rm 3
Saraya Rogers - Rm 12

Physical Education

Roddy Patrick
Jill Daves

*(Staff email addresses can be accessed
through the Mountain Home Public
School webpage at mhbombers.com)*

Specialists

Counselor:
Sharla Patrick

ESL & Hearing Impaired:
Rita Persons

Gifted and Talented:
Cristy Neighbors

Media Specialist:
Jeri Thomas

Music:
Susan McWilliams

Speech:
Kelly Bullard

Resource:
Amanda Blum

**Computer Lab &
Interventionist:**
Kaitlyn Carver

504 Building Designee:
Janet Wood

Support Staff

Office Manager:
Denise Lake

Nurse:
Ashley Looney

**Paraprofessionals &
Interventionist:**
JoAnn Plumlee
Garnet Roam
Paula Waldon
DeLynn Young
Jessica Wentworth

Food Service:
LaDawn Cook, Manager
Mary Ann Munson
Anna Leverton
Kelli Price
Amy Welch

Custodians:
Darren Crawford - Daytime
Lee Kremsreiter - Evening
Matt MacIntosh - Evening

**School Based Mental Health
Services:**
Allyson Campbell

Amanda Green, Assistant Principal

14

Mountain Home Parent Teacher Organization

MH PTO volunteers work in close cooperation with principals, teachers,
and the community in general:

1. To make public education more effective for the pupils, the school and the community.
2. To assist the professional staff in their responsibilities of giving needed services to students.
3. To enrich the experience of pupils beyond what is available in school.
4. To build better understanding of schools and their programs among citizens, and to stimulate widespread support for public education.

MH PTO Board Officers 2020-2021

District Coordinator

Dana Brown, 425-1215 dbrown@mhbombers.com

President

Leah Coleman, (870) 421-4550 leahcoleman@kidsmh.co

Vice President

Reagan Leslie

Recording Secretary

Megan Terry, (870) 847-4259

Communications Secretary

Jana Gaston

Treasurer

Jennifer Holmes

Building Coordinators

Kindergarten

Jana Gaston
Codi Kanatzer

Nelson-Wilks-Herron

1st grade: Cynthia Dover Shaunda Goodwin
2nd grade: Emily Zehm Sarah Edwards

Hackler Intermediate

Julie Tilley
Hannah McKelvey
Brenda Eaton

Pinkston Middle School

TBD

Mountain Home Junior High

TBD

Mountain Home High School

TBD

Guy Berry

TBD

Curriculum K-2

Arkansas Academic Standards

All curriculum framework documents result from the work of a committee of Arkansas educators representing every facet of Arkansas education, including geographic region, grade, school size and fiscal status, gender, ethnicity, and educational experience. State Board rules for framework revision specify that committees rely on a variety of resources to inform their work. These include an expert reviewers' evaluation of the current framework, input from the Arkansas Department of Higher Education and the Arkansas Department of Workforce Education, and a review of national and state standards from across the country.

Language Arts

The Arkansas English Language Arts Standards represent the work of the educators from across the state. These documents include expectations for what all students should know and be able to do.

Teachers utilize Science based research training from the R.I.S.E. (Reading Initiative for Student Excellence), which includes our program APPLE Connections. This program is explicit, systematic, and multi-sensory. This provides support for teachers as they teach the Arkansas ELA Standards. This provides educators the resources needed to help all students succeed.

Math

The Arkansas Mathematics Standards represent the work of the educators from across the state. These documents include expectations for what all students should know and be able to do.

Teachers utilize scientific based resources to include IREADY math and CGI (Cognitive Guided Instruction). The high rate of activity forces the child to work with others, to think out solutions and to physically show why their solutions are correct.

Science

The Arkansas K-12 Science Standards represent the work of educators from across the state. These standards include student performance expectations which are what all students would know and be able to do. Science kits based on the Arkansas Standards are used for instruction and fulfillment of the 20% lab requirement. Web based resources will be used to meet the standards.

Social Studies

The Social Studies Curriculum Framework represents the work of educators from across the state. These documents include expectations for what all students should know and be able to do. Studies Weekly and web based resources that meet the state standards will be used for social studies. Supplemental materials are also used to incorporate social studies into reading and writing activities at this early elementary level.

Specials

In addition to the "basics" of the core curriculum each week students are offered classes in P.E., Art, Music, Library, and Computer Lab/STEM/Project Lead the Way for individualized learning in math and reading. The Arkansas Standards that are taught are Physical Education and Health, General Music, Library Media Curriculum Framework, and Computer Science Standards.

*Social, critical and creative thinking skills are addressed during Enrichment and Counseling classes with curriculum for Character Education. (Enrichment by the classroom teacher in Kindergarten.)

G.U.I.D.E.

We want all Arkansas students to graduate with a strong foundation of academic knowledge, experience and proficiencies. Yet, in order to be successful, our students also need an equally strong foundation of soft skills- those intangible abilities that help people get along with others, communicate well and make positive contributions in the workplace and beyond.

The Division of Elementary and Secondary Education has identified five guiding principles that support educators, business leaders, communities and students in their efforts to help all Arkansans develop these critical skills. Each principle represents a set of skills needed to thrive at home, school, on the job, and in the community.

The G.U.I.D.E. for Life program, with the support of Arkansas counselors and educators, is designed to give K-12 students a plan- a literal five-step process- that they can follow to achieve personal success.

Growth: Manage yourself.

Understanding: Know yourself.

Interaction: Build relationships.

Decisions: Make responsible choices.

Empathy: Be aware of others.

Kindergarten Notes

Upon entering school, a child's whole lifestyle may change. He/she will be caught up in a schedule unlike any he had before. Parents should find out and tell him/her what these new school days will hold. Parents may need to change their own schedules in order to help the child adjust. The child will have to share his teacher's attention with a large group of children, many of whom are strangers. It might help if he/she knows other children are feeling the same way he does. A teacher has many demands on her time during a busy school day. It helps if children already know how to put on coats and boots and how to take care of themselves in the restroom. They won't have to wait for help and perhaps miss some enjoyable activities.

Your child will feel more comfortable in school, if he/she can take care of basic personal needs.

Please help your child with the following:

- Tie shoes, put on and take off outer clothes without help.
- Know first and last name, parent's names, address, telephone number.
- Use the bathroom properly, wash hands.
- Keep track of personal property.

Remember, if your child can master these before starting school, we can all concentrate more fully on the most important thing we do...seeing that your child gets the best possible education.

Helpful Hints

- Please LABEL EVERY ITEM that your child brings to school with a permanent marker. This includes HATS, COATS, LUNCH BOXES, ETC.
- See that your child has necessary supplies, if requested by the teacher for special events or occasions. See that necessary forms and reports are returned promptly. Take a continuing interest in your child's school work.
- Classroom snacks need to consist of fruit or packaged goods due to Health Department guidelines. We encourage you to send healthy snacks such as: string cheese, popcorn, cheese and crackers, animal crackers, etc.

Starting School

Each Kindergarten student must have a current (within the last 2 years) physical on file.

How each child is prepared for his/her first day of school will largely determine how he/she manages the excitement of new activities and whether he/she will enjoy the independent responsibilities that come with being away from home.



The School Day-Schedules

School opens at 6:30 a.m. If students are dropped off between 6:30 and 7:30, parents need to walk their child into the building. When duty teachers arrive at 7:30, parents may remain in their vehicles and teachers will assist those students who cannot open the door themselves. All students should be in class by 8:00 a.m. Please see to it that your child arrives at school at the proper time.

Students are to report to their assigned waiting area or cafeteria for breakfast in the mornings. Please make sure your child is dropped off with sufficient time for them to eat before 7:55 a.m. The school day begins at 8:00 a.m.

Kindergarten Daily Schedule

School opens at 7:30 a.m. (6:30 early drop off - parents walk their child to office).

Detailed daily schedules followed by each teacher will be sent home to the parents within the first week of school.

These schedules will show what times each academic component is planned and when that class has lunch, recess, specials, etc.

Breakfast will be served: 7:20-7:55 a.m.

Morning Bell: 8:00 a.m.

*Any arrival after 8:00 a.m. will be considered tardy and parents must check their child in at the office. (Information for late arrivals/early departures see pages 26-27).

DISMISSAL TIME:

Bus Dismissal: 3:00 p.m.

Car Riders & Bus Loading Students: 3:00 p.m.



Nelson-Wilks-Herron Daily Schedule

The School building opens at 6:30 a.m.

Detailed daily schedules followed by each teacher will be sent home to the parents within the first week of school.

Breakfast will be served: 7:20-7:55 a.m.

Morning Bell: 8:00 a.m.

*Any arrival after 8:00 a.m. will be considered tardy and parents must check their child in at the office. (Information for late arrivals/early departures see pages 26-27).

DISMISSAL TIME

Car Riders and Bus Students: 3:06 p.m.

Quality Instructional Time

Quality instructional time is a priority. Students engaged in learning deserve a non-distracting environment. Intercom interruptions will be minimized as much as possible. When parents routinely deliver the child late, or pick them up early, the child's academic and social progress is endangered. **A pattern of late-arrivals or early dismissals will result in administrative intervention.** Some in-class activities are impossible to be completed as homework and thus grades suffer and retention may become a factor. Extracurricular and non-instructional activities will be limited to minimize interruptions of the classroom instruction.

E-School/HAC (Home Access Center)

E-School is a computerized educational communication tool used by the teacher, parent, and student. The uses of **E-School** are supplying the parent/student with current academic progress, supplying the parent/student with current assignments, and providing the availability of email addresses for parent to teacher communication. E-School can be accessed at mhbombers.com which is a secure site that requires an access code when used by a parent/student. Parents/students will be given their personal access code by 1st quarter Parent/Teacher Conferences.

The Home Access Center (HAC) to view student school information over the Internet has been upgraded. To access HAC, go to <http://hac31.eschoolplus.k12.ar.us> or use the link on the district website – <http://mhbombers.com/eschool/login/>

FLIGHT CREW- AFTERSCHOOL PROGRAM

- Mountain Home Public Schools is proud to offer an After School Program called the "Flight Crew" to students registered in the district in kindergarten through fifth grade.
- The program costs \$5.00 a day and is open until 6 p.m.
- The parent is charged for only the days the child is in attendance. The children do not have to attend 5 days a week to be eligible for the program.
- Highly qualified staff are available to extend the learning experience for the children.
- Structured and free play activities are provided as well as a nutritious snack and guidance in social skills and friendships.
- The program follows Mountain Home Public School's calendar but is open during early dismissal days for no extra charge.

For more information contact the Director Debbie Atkinson (w) 425-1256 or (c) 421-3497



Homework

The importance of homework cannot be overly stressed. Mastery of basic skills needed in education must be monitored and maintained constantly. In order to reach this goal, the Mountain Home School District realizes that homework is important and necessary in order for students to develop critical thinking skills needed in everyday life. Part of education is developing responsibility that is reinforced by developing good independent study habits. Therefore, teachers should stress work appropriate for the home rather than schoolwork to be done at home.

Mountain Home School District also has taken into consideration the individual differences and needs of pupils. Homework is broadly defined as student learning activities conducted outside of school hours as assigned by the teacher. Homework is an extension of learning opportunities, not displacement of, or substitute for, classroom instruction. Homework can include a wide variety of student learning activities related to the curriculum and need not be exclusively “paper and pencil” activities. Therefore, it is unsound to require or expect all pupils to experience the same kind of homework in connection with their school instruction. Purposeful homework varies from day-to-day depending upon the educational instruction and need. The teacher should consider the ability of the students in assigning homework.

In performing this task, the building principals should establish specific guidelines to coordinate teachers concerning homework. In setting guidelines, building principals should guard against excessive homework that is deemed undesirable and inexcusable.

In establishing guidelines for homework, building principals have incorporated and ensured the following purposes:

1. To reinforce what was learned in class.
2. To practice what was learned in class.
3. To encourage reading and math.

In conclusion, homework is an extension of the regular school day. Therefore, whenever homework is given, it should supplement, complement, and reinforce classroom teaching and learning. It should not be given unless the students have been instructed in how to do the work. Homework will not be used by teachers as a disciplinary measure.

Homework Recommendations

Recommendations for Homework by Grades from the Six-Year Planning Committee. Times below are estimates in consideration of varied student work rates.

K: Independent homework is not appropriate for Kindergarten. Parent-assisted study is recommended.

Grade 1: Estimated 20 minutes, four days a week with parent assistance.

Grade 2: Estimated 30 minutes, four days a week with parent assistance.

(Rationale: This age group requires supervision in their work. Students at this age are eager to read to their parents the stories in their readers or to show parents what they can do in arithmetic, drawing and other school subjects. This attitude should be encouraged by both parents and teachers. It should be understood that if a child in these grades does not finish work at school, it may be advisable for the teacher to send that work home for parent supervision in completion.)

NOTE: Sometimes we hear of families spending hours on homework each night. Usually this is work unfinished from during the day. If you find yourself often having to work with your child one-on-one for long periods of time, call the classroom teacher to discuss what can be done to help your child be more successful.

Internet Based Resources for Parents:

Epic: www.getepic.com

Prodigy: www.prodigy.com

Make-Up Work

Since teachers are involved in the instruction of students it is difficult at times, for them to stop everything and send make-up work home. For this reason we ask that you observe the following guidelines:

1. If your child misses **more than** one day you may request make-up work.
 2. Make-up work should be **requested before 9:00 a.m.** or it may not be ready until the following day. Work may usually be **picked up after 2:00 p.m.**
 3. If you know that your child is to be absent, please make arrangements in advance with the teacher to obtain schoolwork. For extended absences such as trips, do not request specific assignments since the absence of instruction, the possibility of revised assignments, and incomplete or incorrect work often results in the work needing to be redone. In these situations, the teacher will provide areas of study for the child to read, study and practice.
 4. Students will have twice the number of days to make up work. Example: 3 days absent = 6 days to turn in completed work.
-

Grading/Report Cards

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, legal guardians, persons having lawful control of a student, persons standing in loco parentis or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-week grading period* to keep parents/guardians informed of their student's progress. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course. The grading scale for grades 1-12 in the district shall be as follows. Kindergarten students are graded on a mastery checklist.

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

Kindergarten and Nelson-Wilks-Herron's report cards reflect our emphasis on the Structured Literacy Model, so the secondary scale noted above may not be appropriate at these elementary levels. Ratings that parallel the state ranking system such as Proficient, Advanced, Basic and Below Basic may be used on some items. Our report cards are revised annually to be more accurate and helpful to the parents.

Grades for Transfer Students

Students who transfer into the district during the school year should have their grades from the previous school averaged in with the new grades assigned after the transfer.

Remediation - Below Grade-Level

Students who score significantly below their peers will have their needs addressed in a SSP (Student Success Plan), RTI (Response to Intervention), or if especially weak in reading, an Intensive Reading Intervention Plan (IRI).

Retention

A student is expected to pass basic courses (Reading, Language, and Math) in order to be promoted to the next grade level. A committee will be formed to review student grades, testing data, attendance, and other pertinent information. This committee will make a recommendation to the parents and building principal, which will in turn make a final decision of whether the student is promoted or retained. Students who do not participate in the remediation program shall be retained. AR Code 6-15-2003. **See further details regarding promotion and retention in the appendix of policies in this handbook or the district policy handbook.**

Standardized Testing

Arkansas law (Act 930 of 2017) requires the administration of a developmentally appropriate measurement or assessment for kindergarten through grade two (K-2) in literacy and mathematics. Purpose of the K-2 assessments. Each of the K-2 assessments is intended to be administered at least 3 times during the school year so that educators can make data driven instructional decisions. This will help inform teachers of students that require remediation, intervention and/or enrichment. Each test is an adaptive type test, and students are not expected to know all of the test items. The Mountain Home School District will provide NWEA-Map for Growth for K-2 student assessments.

Parent-Teacher Conferences

Parent-teacher conferences will be held one per semester of school. Elementary school teachers shall meet with the parents(s) or guardians(s) of each student at least once a semester through a face-to-face parent-teacher conference, telephone conference or home visit. All parents will be scheduled for a minimum of two conferences. It is important that the teacher talk with you about your child and you talk to the teacher about your child. If you desire an immediate conference, you may make an appointment either by note to the teacher or by calling the school office to leave a message. **“Instant conferences”** during school hours take teachers away from instructional time and **cannot be held**. All parents have the right to seek a meeting and to have complete access through auxiliary aids, as needed.

AMI (Alternate Methods of Instruction) Days

If the Arkansas Department of Education approves MHPS for AMI Days during the school year:

If inclement weather or another type of emergency circumstance occurs, causing school to be cancelled, MHPS students may be given the opportunity to work from home on AMI Day assignments rather than making up the day later in the school year. Teachers will create AMI Day assignments for their students. There may be digital and paper components to these assignments, and they will be labeled by specific AMI Day so students know which work to complete on which day.

School-To-Home Communication

Students will receive regular newsletters for delivery to their parents.

Kindergarten: Newsletters will be sent home on most Fridays throughout the school year. At the teacher’s discretion, the teacher may send home newsletters weekly.

Nelson-Wilks-Herron: Newsletters will be sent at the beginning of each month along with a weekly folder.

Please discuss with your child the importance of bringing these communication pieces to you. We ask that you read them and respond appropriately. The computerized parent-school link of E-School is another helpful communication tool that is explained in the earlier E-School section. Much can also be learned about each school from the District website at mhbombers.com

Dismissal of Students

- Parents must sign students out in the office anytime they leave school before regular dismissal time.
 - If a child is **picked up before the dismissal bell, it will be considered an early dismissal** (afternoon tardy): MHK dismisses at 3:00 p.m. and NWH dismisses at 3:06 p.m.
 - Unless a court has indicated otherwise by custody papers, we will release a student only to the parent(s) or emergency contacts indicated on the enrollment form. Photo identification will be required.
 - The school must have on file a copy of any legal custody papers **before preventing a restricted person from visitation or taking the child from school.**
 - We cannot accept the word of one parent over another without legal authority. People, other than parents, must have a certificate of guardianship on file in the office for children to attend school here.
 - Students will only be allowed to leave school, with someone other than parent or guardian, with written parent permission.
 - The telephone at school is a business phone. Students will not be allowed to use the phone except in an emergency.
-

Car Rider Information

Kindergarten Car Rider Information

The safety of children on the way to and from school is a vital concern to us. Walking conditions are always dangerous and we ask all parents and others who bring children to school to be extremely careful and watch for children who are walking. Guidelines to follow:

- Please remain in the car line and drive through to pick up your child. Children will be dismissed from the office only if parents have a doctor's appointment. This is to prevent congestion and confusion during dismissal since this is such a busy and hectic time.
- Parents need to pull up to the end of the canopy or car closest in front of them- we can unload 5 at a time. (Please do not walk your child in-we have limited parking and this delays the process).
- Please teach your child to unbuckle when you come to a stop and have their seat on the passenger side if possible.
- Parents will be issued a sign with their child's name in large letters. Display this sign as you approach the loading area so the duty teachers can assist in getting your child ready to go when you pull up. (If you do not have the school issued sign, you will be expected to show identification to verify for the safety of your student).
- After Labor Day, we will encourage your child to open and close their own door.
- **Please notify the school office for any changes before 2:00 p.m. to avoid last minute arrangement. (The BACK of the Kindergarten is for buses only)**

Nelson-Wilks-Herron Car Rider Information

Drop off time begins at 6:30 a.m. The dismissal bell rings at 3:06 p.m. Students are to be picked up by 3:30 p.m. At 3:30 parents are notified. Please notify the school office for any **changes before 2:00 p.m. to avoid last minute arrangements.** Children are to be **picked up and dropped off at the designated area.** The staff parking lot should **not be used** for student drop off and pick-up parking.

- **Pull forward to the end of the awning, and please remain in the car line and to pick up your child.** Any parent coming inside before 3:06 p.m. to get their child will be expected to check out their child for early dismissal.
- If you need to come into the office, please park in the parking lot or left lane, and use one of the crosswalks. **Do not walk through car line traffic.**
- Make one line of traffic **on the right for drive-through pick up/drop offs.** Parking on the left is available for parked cars whose drivers need to come in for teacher conferences, picking up projects, etc.
- Be careful pulling out of the driveway.
- No double parking directly in front of the pick-up/drop-off point.
- **Keep the cars moving so we can load/unload at the drive-through zone at the same time.**
- Parents will be issued a sign with their child's name in large letters. Display this sign as you approach the loading area so the duty teachers can assist in getting your child ready to go when you pull up. (If you do not have the school issued sign, you will be expected to show identification to verify for the safety of your student).
- If your child is not ready to leave, please promptly pull out of the car line to park and check with the on-duty staff.
- If coming into the building for meetings, students are to be dropped off in the car line before parents park and enter.

Walkers

Students walking should be accompanied by an adult. It is an unsafe practice to have a young child of this age walking unattended. If you wish your child to be a walker, please contact the principal for special permission and a walker sign.

Bicycles

Kindergarten and Nelson-Wilks-Herron students may **not** ride bikes to school.

Physical Activities

- Every student will go out to physical activity unless a note from a parent or doctor indicates otherwise. No student will be allowed to stay in from physical activity more than three days consecutively without a note from a doctor.
 - Students must receive permission to re-enter the building during physical activity.
 - When the playground supervisor blows the whistle to come in, all games will stop and students will line up in an orderly fashion.
 - Each classroom will be responsible for its own equipment.
 - Good sportsmanship will govern all games. Any conflict will be handled by a supervising teacher.
 - Contact sports, such as tackle football are prohibited.
 - Students displaying unsportsmanlike/disrespectful conduct will be disciplined.
 - Inside physical activity will be limited to classroom games. No running or throwing permitted. Determination for inside physical activity is made by the office who will advise the classes if the wind chill factor is 32 degrees or lower as posted on the Weather Channel or if the grounds are too wet/muddy to play safely outside.
 - Parents and other adults are not to be on the playground.
-

Hallways

- Students are to walk in a quiet and orderly manner as to not disrupt the learning of students in their classrooms.
 - Students are to wait their turn in an orderly and quiet manner at the drinking fountain.
-

Field Trips

School sponsored trips and special activities will be supervised by teachers and parents. Notice will be given to parents in advance about student appearance, money requirements, and any other relevant information about child safety and personal welfare. If you do not wish for your child to participate, please contact your child's teacher. Extracurricular and non-instructional activities will be limited to minimize interruptions of the classroom instruction.



Cafeteria Rules and Behavior

- Prepared food may not be taken from the lunchroom.
- Sodas with caffeine and sugar are not recommended, but may be brought with sack lunches to be eaten at lunchtime. (Must be in a thermos, plastic container, or can. No breakable containers).
- Misbehavior such as yelling, popping bags, throwing items, disrespect or failure to follow directions may result in disciplinary action.
- Students requiring juice in place of milk for lunch must have a note from their doctor on file with the school nurse before this can be provided by food service. Any other food allergies will be accommodated with doctor documentation.
- **Guest Seating:** A table is provided for the use of children and their adult visitors who wish to share a meal. Only the host child and the guests are to be seated there. Due to limitation of space other students cannot be seated as guests.
- Do not bring food items from home that have to be heated in a microwave oven.
- Due to student privacy, **taking pictures/videos of other students in the cafeteria is NOT allowed.**
- **Please refrain from using electronic devices while in the cafeteria.**

School Breakfast and Lunch Program



- Student Breakfast: Free
- Student Lunch: \$2.25 Reduced: \$.40 (Adult Lunch: \$3.50)
(subject to change) Breakfast will be served from daily. K-7:30 a.m. -7:55 a.m.
(NWH 7:20-7:55 a.m.)
- Lunch schedules vary from building to building.
- Lunch money may be turned in any day of the week to the classroom teacher. **All checks or cash must be in an envelope with the child's name, teacher's name, and amount to be deposited.**
 - Online payment options are available at ezschoolpay.com.
 - <https://secure.ezmealapp.com/ApplicationScreen.aspx> for online free/reduced application.
- Outside food brought in for breakfast must be eaten in the cafeteria.

MENUS: The menu for the month will be sent home with each child and printed in the newspaper, and on KTLO and available on mhbombers.com.

MILK: Students may bring their lunch from home and purchase milk. **Students who participate in the Free/Reduced Programs are allowed one milk with the tray; however, if they bring their own lunch, milk is not provided and must be purchased separately.** (Milk only – \$0.35)

CHARGES: In emergency cases only, students may be allowed a limited number of lunch charges.

FREE AND REDUCED: Free and reduced lunches are available to those who qualify. Each student will receive an application on the first day of school.

FOOD SERVICE: Food service questions may be directed to **Pam Burns at 425-1225**

Breakfast & Lunch Accounts

MHK and NWH use a scanning system to keep track of money for breakfasts & lunches. By sending a check to school, you can be confident that your money will be credited to your child's account, which can only be used for the purchase of meals. This system works much like a checking account at the bank.

Each student will have a personal identification number (PIN) that is accessed by scanning a barcode. The bar code provides a totally non-discriminatory method for identifying each student's meal category (free, reduced or full-price). Money sent to school is deposited in your child's account. Every time your child buys a meal, we will scan their bar code and the amount for each meal is automatically deducted from their account. The program also notifies you when your child's account is overdrawn by printing a payment reminder, which will be sent home with your child. A complete, detailed account history is available at any time, should you have questions regarding your child's account.

WE DO ASK THAT YOU PAY FOR AT LEAST ONE WEEK OR MORE AT A TIME. If you find that your family is moving to another town, the money left in your child's account will be refunded to you. If your child moves to another school within the Mountain Home School District, the amount in the balance will transfer with them to the new school.

School Visitors

Parents and approved visitors are welcomed to attend lunch with their student **after the first two weeks of school.**

These first two weeks are used to establish rules and procedures to enable the lunch time to function smoothly.

Visitors to the classroom are only allowed at the administrators' discretion. Visits with the teacher must be scheduled in advance, in order to preserve instruction time.

When you visit, please observe the following school policy:

- Bring your I.D. to sign in at the office. You will also need to sign out when you leave the building. Please wear your visitor tag during your stay.
- Visitors are permitted to go only where they have signed in to visit.
- Due to student privacy, taking pictures and/or video of other students is **not allowed.**
- Visitors are not allowed during Standardized Testing.

School-age children not enrolled in Mountain Home Public Schools are not permitted to ride buses or attend classes during the school day.

Snacks & Food for Parties

Classroom snacks provided by parents **must be prepared by facilities that have been approved by official state health inspectors and must not be a Food of Minimal Nutritional Value (FMNV).** **FMNV may not be given to students other than your own.** Items such as cupcakes, cookies, chips, soda pop, popsicles, chewing gum, candies, and sweet baked goods are examples of prohibited items for distribution. **Some permitted items are:** fruit slices; fruit juices; graham, Ritz, or saltine crackers; pretzels; cheese type crackers; string cheese; cheese cubes; and small yogurts (don't forget the spoons). A helpful chart is available in the Appendix. If you have a question, please call the office before making a purchase.

The legislation allows up to nine snack days per year when the FMNV can be served. Parents will be advised of these days in advance but customarily holidays and special school activity days are the sort of days for which FMNV will be available. FMNV must be approved by state health inspectors, from commercial bakeries or other store bought goods.

Distribution of Gifts

(Includes Flowers, Balloons, and Other Special Gift Items)

- Due to safety concerns, party invitations are not to be handed out at school.
 - Cupcakes and any other FMNV prohibited items are not to be sent for birthdays.
 - The office and/or teachers cannot provide parents with names, addresses, or phone numbers of students.
 - Due to safety concerns, balloons are not permitted on the school bus.
-

Lost and Found

Every school has a designated area in which lost and found items are placed. Please feel free to check for clothing or other items that have not returned to your home. Most jewelry, watches, and other small items are taken to the office. If you cannot call about these items, please send a note with a description. Items not claimed by the last day of school will be donated to charity.

School Supplies

MHPS will provide school supplies. This does not cover the cost of backpacks and lunch boxes.

Library

Marking in books or any other damage to books, will require that the student pay for the damaged book. If a student loses a library book, he/she will be required to pay the value of the book or replacement cost. A student will be allowed to check out book(s) for a period of time. The students are held responsible for returning books on the date due.

Take care of your Library books!

Personal Appearance

Success depends on many things. One factor is how one feels about how they look. We all desire for our students to experience success in school. We are hopeful that you will help your child with this factor to success. We urge that students' appearance not present health and safety hazards or cause disruption of the educational process.

Parents are responsible for seeing that their child is adequately dressed for school. Students may not wear clothing, jewelry, or hairstyles that can be hazardous or disruptive to them in their educational activities. Dress and grooming should not disrupt the educational process.

Examples:

1. No shoes with cleats or skates (heelies, wheelies, sliders). Flip-flop sandals and high heels are particularly hazardous on PE days.
2. No bare feet.
3. Clothing/shoes should not impair the student's ability to participate in physical activity and PE activities.
4. A student shall not wear or use emblems, insignias, badges, or other symbols which distract other students, or otherwise cause disruption or interference with the operation of the school. This includes advertisements or symbols for alcoholic beverages, tobacco and or illicit drugs, weapons and ammo.
5. Tops must cover breasts, midriffs and backs.
6. Mesh shirts and sweaters are permitted only if worn over an opaque solid garment.
7. Headwear, including hats, caps, scarves, and bandanas may not be worn inside the building.
8. Any article that could be used as a weapon or inflict injury is prohibited. Example: choker or wallet chains, dog collars, large rings, etc.
9. Pants or shorts worn below the hips are not permitted and no undergarments should be showing.
10. Shorts/skirts should be mid-thigh or fingertip length. Since elementary children do play enthusiastically on the jungle gym equipment, shorts are recommended under skirts and dresses.
11. Clothing, outerwear, pins, symbols, or insignia of prohibited organizations or gangs shall not be worn to school or at any school-related activity.
12. No visible body piercing jewelry other than what can be worn in the ear.
13. Clothing such as overalls must be properly fastened as designed.
14. Facial make-up such as mascara, eyeliner, lipstick, blush, etc. is not appropriate for small children.
15. Common health and cleanliness dictates that the students and their clothing should be clean and adequate for the season.
16. Extreme hair styles that cause a disruption of the education process are prohibited.
17. Per Act 835, School districts are required to prohibit students from the wearing of clothing that exposes underwear, buttocks, or the breast of a female; and for other purposes while on the grounds of a public school during the regular school day and at school-sponsored activities and events.

Contact Information/Student

WE NEED TO KNOW: If a serious accident should occur to your child while he/she is in school or he/she becomes ill... We need to know.....**WHERE ARE YOU? HOW DO WE REACH YOU?** Be sure the school always has your correct address, telephone number, where you work, and an emergency contact number.

Emergency Closing

In the event that emergencies arise that might affect any individual building, or the entire school system, such as excessive snow, the Superintendent is empowered to declare an emergency and close those schools affected. School closings will be announced by a phone or text message sent through the district's **Blackboard Connect Messaging Center System** from Mountain Home Public School Superintendent, Dr. Jake Long. **School closings will also be announced on all local radio stations** and can be found on mhbombers.com (click on Parents then on the left "closing and cancellations"). Parents may pick up students at school any time after the Superintendent has announced the closing of school. **Please DO NOT call teachers, principals, or the superintendent to inquire about closings.**

Emergency Drills

From time to time emergency (fire, tornado, etc.) drills will be held to familiarize students with their assigned safety areas. The fire drill sound is an electronic tone and all others are verbal announcements over the public address system. Exit charts are posted by hall doors of every room. Other drills are held which require the students to remain in their classroom or in an assigned area. Drills are not to cause alarm but to minimize uncertainty as we practice. Teachers are provided with a crisis plan. All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted no fewer than three (3) times per year with at least one each in the months of September, January, and February. All students will participate in school bus evacuation drills. Other emergency drills may also be conducted. These may include, but are not limited to: 1. Earthquake 2. Act of Terrorism 3. Chemical Spill

Crisis Plan

Teachers are provided a crisis plan in each classroom. A variety of crisis situations are addressed, and proper procedures to assist in student safety are also addressed. Each Mountain Home school has particularized plans in case of crises such as criminal acts, natural disasters, and so on. In case of evacuation of a school or the need to pick up children, parents should tune in to local radio stations (KTLO 97.9, KKTZ 93.5) for directions on how to most easily contact their children.

Fundraising Guidelines

Each school club, grade-level, department or organization shall be limited to a maximum of two fundraisers per year. All fundraising activities must be approved in advance by the building principal and placed on the district fundraising calendar. As much as is feasible, fundraising activities should be conducted within the school building and provide a service or an item of value to students, parents, community, etc. for the donations received. The Mountain Home School Board has set these guidelines. **The selling of candy, cookies, coupon books, etc. by students for fund raising of any kind during the school day is prohibited.**

School-Based Mental Health Services

Mountain Home Public Schools is committed to improving the outcomes of the students in the district by collaborating with **Hometown Behavioral Health Services of Arkansas Inc.** in providing comprehensive support services relevant to mental health in the public school setting. All students in the Mountain Home Public School District shall be behaviorally and emotionally prepared to come to school so that they may benefit from the academic and social opportunities that public school and the educational experience have to offer. Not every student that is having difficulty is eligible to receive School-Based Mental Health services. The counselors of each building make referrals for SBMH services. These services may include a comprehensive mental health assessment and therapy services from a qualified mental health professional. These professionals from **Hometown Health** will work with the Mountain Home Public School personnel in a collaborative effort to provide quality mental health services to the students of our district. You may obtain additional information about Mountain Home Public School's School-Based Mental Health Programs by contacting: **Hometown Behavioral Health Services-** 701-5141 email: info@hometownbhs.com



Bridges

Is a nonprofit MHPS program that partners with the community to assist in meeting the needs of students so they may benefit from education. Bridges works to bridge the gap between student need and student success. Assistance from Bridges is available for any Mountain Home Public School student. Bridges may be accessed by parents who contact Bridges directly via the phone number or they may contact their school counselor or teacher. School officials may also seek assistance from Bridges on behalf of their students. A teacher may either contact their building counselor or contact the Bridges' facilitator directly in order to gain assistance for the student in need. Any services provided to students or their families must have a direct, positive impact on the child.

Discipline

Each student is a unique individual with unique personal, social, and educational needs. As a result, every disciplinary situation becomes unique in nature. Consequences for misbehavior provide the best learning value when matched to the unique student and the unique situation. The odds for children learning from their mistakes increase dramatically when children see a reasonable connection between their behavior and the resulting consequences.

Schoolwide and Classroom Rules

MHK and NWH implement positive behavior management strategies.

To set clear expectations, each teacher will:

- Establish and continually review school behavior expectations.
- Post behavior expectations where they are visible to students.
- Communicate expectations to parents and inform parents of repeated infractions.
- Students will be given a Conduct Referral to the office for chronic issues of not meeting classroom expectations or for inappropriate behaviors as defined by the Administrative Discipline Plan.

NWH S.O.A.R. Expectations: I CAN:

Be Safe

Be Resp**O**nsible

Be A**C**cepting of others and myself

Be R**E**spectful

Core Beliefs for Our School

Our school staff dedicates itself to following a set of core beliefs that provide a guide for dealing with student discipline. These core beliefs guide our attempts to individualize disciplinary procedures and to help students see reasonable connections between their behavior and resulting consequences.

The following list of core beliefs outlines the professional actions and attitudes of all staff members in this school:

1. Every attempt will be made to maintain the dignity and self-respect of both the student and the teacher.
2. Students will be guided and expected to solve their problems, or the ones they create, without creating problems for anyone else.
3. Students will be given opportunities to make decisions and accept the consequences, be they good or bad.
4. Misbehavior will be handled with natural or logical consequences instead of punishment, whenever possible.
5. Misbehavior will be viewed as an opportunity for individual problem solving and preparation for the real world as opposed to a personal attack on school or staff.
6. Students are encouraged to request a conference with the teacher whenever the student perceives the consequences to be unfair.
7. School problems will be handled by school personnel. Criminal activity will be referred to the proper authorities.

In the event, these attempts fail to correct student behavior, an office referral may be necessary.

Discipline Plan/Administrative

(AR Code 6-18-501 as amended by Act 1475, 1999)

All pupils are expected to conduct themselves at all times in a manner that will contribute to the best interest of the school system and not infringe on the rights of others. The following activities are considered improper conduct and will subject the pupil to disciplinary action. A violation of the rule will occur whether the conduct takes place on the school grounds at any time, off the school grounds at a school activity, or en route to and from school. Disciplinary action may also be applied for off-campus misconduct if the action is aimed at harassing, vandalizing, or retaliating against a school district employee. Since every situation cannot be anticipated, the Mountain Home School District reserves the right to take disciplinary action for inappropriate student conduct that is not spelled out in the handbook.

EXTENDED RIGHTS POLICY (ERP)

The ERP gives the school the right to protect and control beyond the “school zone” versus the obligation to do so. When a student leaves the “school zone”, the school’s obligation ends, but its rights continue. These rights include but are not limited to the right to investigate, gather, and exchange information with the police department. In addition, the school has the right to make a determination whether actions of the student creates a clear danger/disruption connection back to and upon the safe and orderly educational atmosphere of the school.

Refer to the following **Student Conduct Descriptions** section of the handbook for detailed information concerning offenses.
Abbreviation Key:

PC - Parent Contact	OSS - Out-of-School Suspension
AD -Administrator’s Discretion	JO - Juvenile Office Contact OC
ISS - In School Suspension	LEA-Law Enforcement Agency (<i>SRO, MHPD, BCSO</i>)

Second Chance Program

Discipline Advisement Committee Grades K-12

After the fifth Out of School Suspension or any expellable offense, the student will meet with the Discipline Advisement Committee/Second Chance Program before returning to class. The committee consists of a minimum of three school personnel which will include one administrator. The student and parent/guardian attendance is required. A representative of the student’s choosing is welcome (teacher, preacher, friend, etc.). This committee will investigate problems that may be causing suspensions, and inform the student of eminent danger of expulsion. The committees Second Chance actions may be to:

<ul style="list-style-type: none">A. Establish a probation period (minimum of one (1) semester) when returning to the base schoolB. Schedule changeC. More parent involvementD. Required visits with a counselorE. Assignment to a mentorF. Assignment to Guy Berry Learning Center for a specified minimum time (5th –12th grades only)	<ul style="list-style-type: none">G. Assignment to building Alternative Learning Environment program for K-4thH. Any procedure to enhance the possibility of successI. Aggressive Replacement TrainingJ. To proceed with expulsion
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The Superintendent will review the Discipline Advisement Committee’s findings and recommendations and may adopt, reject, or modify them as he/she sees fit. The final approval of assignment to Guy Berry College and Career Academy (GBCCA) will be with the GBCCA Director. The GBCCA Director will also advise the respective building principals at the time of the students scheduled re-entry to the base school. Upon advisement the assignment to GBCCA may be extended.

Level 1 Offenses

Offenses listed in this section allow the administrator’s discretionary use of a full range of disciplinary consequences from a warning to expulsion. Some offenses, depending on severity, may require notification of law enforcement agencies.

Offense	Consequence	Offense	Consequence
A. Inappropriate Personal Appearance	AD	K. Skipping Class (Absent on Campus)	AD
B. Disrespectful/Disruptive Behavior	AD	L. Dishonesty (Forgery, Cheating, Lying)	AD
C. Failure to Comply	AD	J. Out-of-Bounds, Loitering	AD, Zero Tolerance
D. Bullying/Cyberbullying/ Harassment	AD, Zero Tolerance	M. Safety Violations (Rough Play, Wrestling, Throwing Objects)	AD
E. Inappropriate Touching	AD	N. Property Violations	AD
F. Inappropriate Language, Gestures, Material	AD	O. Aggressive Behaviors	AD
G. Habitual Failure to Complete & Turn in Work	AD, PC	P. Personal Electronic Device	*AD, PC
H. Gambling	AD	R. Violation of Drug Medication Policy	*AD, PC
I. Gangs (AR code 6-21-607)	AD	S. Other	AD

Level I Offense Descriptions

A. Inappropriate Personal Appearance (See Personal Appearance section)

B. Disrespectful/Disruptive Behavior

C. Failure to Comply with Directions or Commands.

A pupil shall not fail to comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teacher aides, principals, administrative personnel, superintendents, school bus drivers, school resource officers, or any other authorized school personnel.

D. Bullying/Cyberbullying 4.43—BULLYING

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

Bullying Definitions:	
Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that causes or creates actual or reasonably foreseeable:	
<ul style="list-style-type: none"> Physical harm to a public school employee or student or damage to the public school employee's or student's property 	<ul style="list-style-type: none"> A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act
<ul style="list-style-type: none"> Interference with a student's education or with a public school employee's role in education 	<ul style="list-style-type: none"> Substantial disruption of the orderly operation of the school and/or a hostile educational environment
More Bullying Definitions	
Electronic act	Harassment
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.

Substantial disruption as a result of bullying means without limitation that any one or more of the following occur	
<ul style="list-style-type: none"> Necessary cessation of instruction or educational active Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment 	<ul style="list-style-type: none"> Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment
Cyberbullying: Any form of communication or posting content by electronic act that is sent with the purpose to harass, intimidate, humiliate, defame, incite violence to or threaten a student, public school employee, or person with whom the other student or public school employee is associated.	
Examples of Bullying may include but are not limited to a pattern of behavior involving one or more of the following:	
<ol style="list-style-type: none"> Sarcastic "compliments" about another student's personal appearance, Pointed questions intended to embarrass or humiliate, Mocking, taunting or belittling, Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person, Demeaning humor relating to a student's race, gender, ethnicity or personal characteristics, 	<ol style="list-style-type: none"> Blackmail, extortion, demands for protection money or other involuntary donations or loans, Blocking access to school property or facilities, Deliberate physical contact or injury to person or property, Stealing or hiding books or belongings, and/or Threats of harm to student(s), possessions, or others
Sexual harassment, as governed by policy 4.27, is also a form of bullying	

Bullying Reports

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal, or designee. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted. The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form. Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the Notice.

Copies of this policy shall be available upon request. Legal Reference: A.C.A. § 6-18-514 A.C.A. § 5-71-217

Date Adopted: April 21, 2011 Last Revised: June 20, 2019

E. Inappropriate Touching

F. Inappropriate Language, Gestures, Materials

G. Habitual Failure to Complete and Turn in Work

H. Gambling

A student shall not participate in any activity that may be termed gambling or wagering where the stakes are money or any other object or objects of value.

I. Gangs

A "gang" shall be defined as individuals with a common interest, bond or activity whose purpose includes the commission of illegal acts, and who refer to themselves by a group name or designation. Unlawful student organizations (fraternities, sororities, secret societies, gangs or hate groups) are not permitted. (AR. Code 6-18-603) No student shall promote gang membership or gang hate group activities by the wearing of gang-style clothing, the display of gang symbols, colors, or gestures.

J. Out-of-Bounds, Loitering

Students are considered out of bounds if they enter any area other than is dictated by their normal schedule.

Students are not to loiter before or after school within 100 feet of school property (AR Code 6-21-607).

K. Skipping Class (Absent, on Campus)

L. Dishonesty (Forgery, Cheating, Lying)

M. Safety Violation

Dangerous play that endangers others such as "smear-type" games, tackle football without pads, rough play, wrestling, "slap boxing", throwing objects, etc will result in disciplinary consequences. Students should never place their arms or hands around another person's neck as this could result in serious injury.

N. Property violation

Possession of restricted items such as weapons, theft, damage

O. Aggressive Behaviors

P. Personal Electronic Device

Students are not to bring electronic games, radios, TVs, tape, CD, or DVD players, MP3s i-pods, beepers, walkie-talkies, scanners, cellular phones, or other electronic devices to school during normal school hours. The school is not responsible for the loss of such items brought to school in violation of this rule. This means that if such items are lost or stolen the school authorities may not be able to help with their recovery or compensation.

Students caught using cell phones or other electronic communication devices after the first bell and before the last bell shall have them confiscated in K-2. Confiscated cell phones and other electronic communication devices may be picked up at the school's administration office by the student's parents or guardians. **See the full policy 4.47 Possession and Use of Cell Phones and Other Electronic Devices on the district website at mhbombombers.com.**

Q. Violation of District Medication Policy

This includes any prescribed medication, over-the-counter medication or pills and homeopathic (herbal or naturally occurring) preparations. See the Medication Policy section in handbook

R. Other

This option only encompasses infractions not listed. This category is designated for discipline violations that are non-violent or do not fit in any of the categories as defined elsewhere. Examples: horseplay, profanity, cheating, gambling, plagiarism, pornography, non-violent disruptive behavior, dress code, no homework, chewing gum, excessive talking, and other general classroom management or school ground violations.

Level 2 Offenses

Offenses listed in this section allow the administrator's discretionary use of a full range of disciplinary consequences from a warning to expulsion. Some offenses, depending on severity, may require notification of law enforcement agencies.

Offense	Consequence
A. Excessive Late Arrivals or Early Departures per Semester	PC, JO
B. Attendance Policy Violation	PC, JO
C. Stealing/Theft	1 st Monetary Restitution 2 nd Monetary Restitution, OSS
D. Vandalism	1 st Monetary Restitution and Parent Supervised Clean-up or Repair (Non-compliance will result in a 1 day suspension) 2 nd Monetary Restitution, OSS
E. Possession of Contraband (Except for health or other compelling reasons which must be approved by the building principal.) Act 1408, 1999	1 st Confiscation 2 nd PC, 1 OSS 3 rd PC, 3 OSS
F. Tobacco/e-Cigarettes/Vaping Devices (Possession and/or Use) AR Code 6-21-609 as amended by Act 1108 of 1997	1 st Confiscation, PC 2 nd 3 OSS 3 rd 5 OSS
G. Insubordination	1 st Warning, PC 2 nd 1-2 Days OCS, PC 3 rd 1-3, OSS, PC
H. Fighting - Act 1108, 1997	*1-10 OSS, PC
I. Verbal Abuse of School Personnel ** AR Code 6-17-106 as amended by Act 1565 of 2001	1 st Warning, PC 2 nd 1-3 OSS 3 rd 4-10 OSS
J. Indecent Exposure	1 st Warning, PC 2 nd 1-3 Days OSS, PC 3 rd 4-10 Days OSS, PC
K. Technology Use Violation	1st- One Week Suspension from computer use at school, and any other action as deemed necessary by the school principal. 2nd -Two Weeks suspension from computer use at school, and any other action as deemed necessary by the school principal. PC 3rd-Suspension for the remainder of the year from computer use at school, and any other action as deemed necessary by the school principal.

- Some offenses, depending on severity, may require notification of law enforcement agencies.

** The law states:

- 1) It is unlawful, during regular school hours, and in a place where a public school employee is required to be in the performance of his or her duties, for any person to address a public school employee using language which, in its common acceptance, is calculated to:
 - A) cause a breach of the peace,
 - B) materially and substantially interfere with the operation of the school; or
 - C) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

- 2) A person who violates this section shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars (\$100) nor more than one thousand five hundred dollars (\$1,500).

Level 2 Offense Descriptions

A. Tardiness-Late Arrivals, Early Departures

Arkansas Department of Education Standard V. A. 4, requires pupils to be engaged in instruction for an average of 360 minutes per day. When a student or parents display a pattern of late arrivals (AM Tardy) or early departures (PM Tardy) the student comes into violation of that standard and the administration will be notified. Administrative follow-up actions range from verbal contact with the parents to contact with a law enforcement agency.

B. Attendance Policy Violation

Any absence of part of a day, or all of a day, or for more than one day from school which the school attendance officer, principal, parent, or guardian is not aware for the purpose of defeating the intent of compulsory education. AR Code 6-18-201 mandates daily attendance until age 18.

C. Stealing/Theft

To take another's property (student's or school) without the verbal or written permission of owner and with no intent to return it. "Found" items must be turned in immediately. "Found" items that are not turned in are wrongfully possessed and a violation of this section. Students or their legal guardians shall make restitution for any property stolen and shall be subject to other disciplinary measures.

D. Vandalism

The intentional destruction, damage, or defacement of public or private property without consent of the owner or the person having custody or control of it. The school district may take legal steps if necessary to recover damages from the student destroying the school property. Parents or guardians of any minor under the age 18 will be liable for damages caused by said minor

E. Contraband Items

A student shall not possess contraband that is disruptive. The purpose is to avoid distracting and time-consuming episodes of inattention, ownership disputes, emotional upsets over lost items, and to ensure that students can hear instructions. Examples are items like edibles, trading cards, drug paraphernalia, or any item that resembles or is represented as a weapon, such as, offensive sprays, lighters, matches, paintball guns, wallet chains, choker chains, bullets, or ammunition.

F. Tobacco/e-Cigarettes/Vaping Devices, possession/use

In keeping with AR Code 6-21-609 passed by the 1987 Arkansas legislature, there will be NO tobacco products carried or used on the Mountain Home Public School campuses. Students will be disciplined if they are found either possessing (Cigarettes or other forms of tobacco)-The possession, use, distribution, or sale of tobacco products on school grounds, at school-sponsored events, or on school transportation by any student. This shall include e-cigarettes or personal vaporizers. Lighters, matches, etc. are considered contraband.

G. Insubordination

Willful failure or refusal to recognize or submit to the authority of a superior.

H. Fighting

Violent incidents with or without injury (physical altercation, pushing, shoving); fighting (mutual altercation)

I. Verbal Abuse of School Personnel

Verbal abuse to school officials is prohibited by AR Code 6-17-106 as amended by Act 1565 of 2001 which reads:

- 1.) It is unlawful, during regular school hours, and in a place where a public school employee is required to be in the performance of his or her duties, for any person to address a public school employee using language which, in its common acceptance, is calculated to:
 - a.) cause a breach of the peace,
 - b.) materially and substantially interfere with the operation of the school; or
 - c.) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.
- 2.) A person who violates this section shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars (\$100) nor more than one thousand five hundred dollars (\$1,500). This law is interpreted to cover all School employees including classified personnel such as secretaries and custodians. Bus drivers are specifically protected under AR Code 5-60-113."

J. Indecent Exposure

A student shall not expose private body parts.

K. Technology Use Violation

AR Code 6-21-107 as amended by Act 912 Of 2001 specifies punishment for violation of District Technology/Internet policy. See policy 4.29 Computer Use Policy-Bring Your Own device (BYOD) See the Acceptable Use section in the Comprehensive District Policy Handbook.

Level 3 Offenses

The serious offenses listed in this section require parent contact and out-of- school suspension with possible prosecution and discretionary administrative recommendation for expulsion. All require, either by law or district policy, notification of local law enforcement, and contact with Legal Authorities.

Consequences listed are MINIMUMS THAT MAY BE EXCEEDED if necessary by administration.

Offense	Consequence
A. Weapon, Dangerous Object (Possession, Intent or Use)	1-10 OSS to EXPULSION, JO LEA
B. Major Disruption or Fight	1-10 OSS to EXPULSION, JO, LEA
C. Physical Attack/Harm on Student, Staff or Terroristic Threat; (Act 1046 of 2001, Act 1520 of 1999)	1-10 OSS to EXPULSION, JO, LEA
D. Explosives, Fireworks (Possession or Use)	1-10 OSS to EXPULSION, JO, LEA
E. False Fire Alarm, False Bomb Threat (Act 567 of 2001)	10 OSS to EXPULSION, JO, LEA
F. False 911 Call - AR Code 5-71-210 as amended by 567 of 2001	1-10 OSS, MHPD
G. Arson or Attempted Arson	10 OSS to EXPULSION, JO, LEA
H. Drugs (Possession, Use, or Distribution of Illegal, Misrepresented, or Misused Substances) (Administrative discretion will be used for medical release items.)	1-10 OSS, JO, LEA POSSIBLE EXPULSION
I. Alcohol (liquor law violations-possession, use sale)	1-10 OSS, JO, LEA POSSIBLE EXPULSION
J. Possession of a Firearm Required by AR Code 5-73-119, Act 1282 of 1999, AR Code 6-18-507, Act 1150 of 1999 (Superintendent has discretion to modify on a case- to-case basis.)	10 OSS, 1 Year MINIMUM EXPULSION, LEA

Level 3 Offense Descriptions

A. Weapon, Dangerous Object

(Possession, Intent, or Use)Inclusive of items that can be used to cause harm that are not directly covered (e.g., chain, nunchakus, billy club, electrical weapon or device (stun gun), or substance used as a weapon (e.g., mace, tear gas) or any other similar object. A pupil shall not possess, threaten with, or use a knife, razor, ice pick (AR Code 5-73- 120), wallet chain, large ring, pepper or tear gas sprays (AR Code 5-73-124), laser pointers (AR Act 1408 of 1999), or any other object that reasonably can be considered a weapon. **See policy 4.22 Weapons and Dangerous Instruments for more detail in the District Comprehensive Policy Handbook online.**

B. Disorderly Conduct or Fight

(significantly disrupts all or portions of the campus activities, school sponsored events or school bus transportation)-Disruptive behavior that poses a serious threat to the learning environment, health, safety, or welfare of others. No pupil shall:

<ol style="list-style-type: none"> 1. Occupy any school building or properties with intent to deprive others of its use where the effect thereof is to deprive others of its use. 2. Block the doorway or corridor or any school building or property so as to deprive others of access thereto. 3. Prevent or attempt to prevent the convening or continued functioning of any school class, activity or lawful meeting or assembly on the school campus. 4. Prevent students from attending a class or school activity. 5. Block normal pedestrian or vehicular traffic on the school campus or adjacent grounds unless under the direction of a school administrator. 	<ol style="list-style-type: none"> 6. Continuously and intentionally make noise or act in any other manner so as to interfere seriously with the teacher's ability to conduct the class or any other school activity. 7. In any other manner by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct intentionally cause the disruption of any lawful process or function of the school or engage in any such conduct for the purpose of causing the disruption or obstruction of any such law process or function. 8. Refuse to identify her/himself on request of any teacher, principal, superintendent, school bus driver, or other school personnel. 9. Encourage other students to violate any rule or school board policy. 10. Fights involving more than two individuals will be regarded as a major disruption.
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C. Physical Attack/Harm on Student, Staff or Terroristic Threats (As defined by Act 1046 of 2001)

A student shall not cause, or attempt to cause, physical injury or behave in such a way as could cause physical injury to a school employee, fellow student, or other individual.

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

D. Explosives; Fireworks(Possession or Use)

Incendiary or poison gas; any weapon which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter, i.e., Bomb; Grenade, Rocket having a propellant charge of more than four ounces, Missile having an explosive or incendiary charge of more than one-quarter ounce, Mine, or similar device. Fireworks are items commonly purchased whose purpose is to celebrate, not create damage or confusion. Bang-snaps, smoke, or stink devices, and firecrackers are common examples.

Possession or use of fireworks at school is disruptive and a possible safety issue that is prohibited.

E. False Fire Alarm or False Bomb Threat

A student shall not cause unnecessary alarm and educational disruption by falsely reporting an emergency situation.

AR Code 5-71-210 as amended by Act 567 of 2001 makes such action a Class D felony.

F. False 911 Call

G. Arson or Attempted Arson

H. Drugs- Possession, Use, or Distribution of Illegal, Misrepresented or Misused Substances

Excluding alcohol and tobacco, (illegal drug possession, sale, use/under the influence); Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug (e.g. Demerol, morphine, marijuana, LSD, opioid, et...), narcotic substance, or inhalant. This includes taking someone else's prescription medications. Use of any substance against school policy, as defined in AR Code 5-64-401; or what the student represents or believes to be any substance listed above. All drug paraphernalia is strictly prohibited.

I. Alcohol

(liquor law violations-possession, use sale): Violations of laws or ordinances prohibiting the manufacture, sale, purchase, transportation, possession, or consumption of intoxicating alcoholic beverages, or substances represented as alcohol. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action. Students will be considered under the influence if any measurable amount of alcohol is found to exist.

J. Possession of Firearms

See the comprehensive district policy handbook policy 4.22 for details.

Other Offenses

Distribution of Literature

1. Students shall have the right to distribute and possess literature including, but not limited to, newspapers, magazines, leaflets, and pamphlets, except that the district may prohibit a specific issue of a specific publication if there is substantial, factual basis to believe its possession or distribution will cause, or is causing, substantial disruption of school.
 2. The time, place and manner of distribution of literature may be reasonably regulated by the district, provided such regulations:
 - a. Are uniformly applied to all forms of literature
 - b. Allow distribution at times and place where no interference with school activities will occur
 - c. Be specific as to places and times where distribution is prohibited; and do not inhibit a person's right to accept or reject any literature distributed in accordance with the rules.
 3. All petitions shall be free of obscenities, libelous statements and personal attack and shall be within the bounds of reasonable conduct. Students signing such petitions shall be free from recrimination or retribution from members of the staff and administration.
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Student Guidelines for Athletic Events

The K-2 Discipline committee recommends that students in grades K-2 be accompanied by an adult to all district sport events. All students are expected to adhere to the following:

1. Must remain inside the fenced area upon entry to the event. Exiting will require another cost of admission.
 2. Will stay away from the restroom areas except to use the facility.
 3. Will only go inside the track area to form a spiritline.
 4. Will not stand near the edge or on the top row of bleachers for safety reasons.
 5. Will not be allowed to engage in dangerous or disruptive play such as throwing objects or running.
 6. Should realize that this is a school activity and that all school rules apply.
 7. Will be asked to leave the event should he/she become disruptive.
 8. All 6A Conference rules apply at all events, these prohibit full face and body painting, unless permission is given by the building administrator, during special events throughout the year.
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Search and Seizure

A pupil's person and personal belongings may be searched when the student or personal belongings contain evidence of an illegal act, contraband or school rule violation.

Dangerous items such as firearms, weapons, knives and controlled substances such as defined by AR Code 6-21-608 and other items which may be used to substantially disrupt the education process will be removed from the student's possession and will be reported and transmitted to the proper authorities.

- a. A student will be asked for his/her consent prior to a personal search. Assistance from parents and others may be sought if a student objects to a personal search unless there is reasonable cause to believe that a dangerous item is being concealed. A search warrant may also be obtained.
 - b. A pat-down search of a pupil's person should be done by a school official of the same sex and with a witness present.
 - c. Random and unannounced searches utilizing hand-held metal detectors may occur throughout the school year.
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Video Surveillance

In accordance with school board policy 4.48, MHPS authorizes the use of video/audio surveillance cameras in any district building, on district property, and in district buses and vehicles. Video surveillance is used to maintain discipline, protect the safety, security, and welfare of our students, staff and visitors while at the same time safeguarding district facilities, vehicles, and equipment. Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use.

Suspension

A student who has been suspended out-of-school is not to be on school property (this campus or others) and cannot attend any school functions until after they return to school. Parents will be contacted prior to students being suspended.

Expulsion Due Process

The superintendent, or in his absence the assistant superintendent, shall give written notice, mailed within five days from the administrative recommendation for expulsion, to the parent/ guardian if the pupil is a minor, or to the pupil if he is an adult. Such hearing will be conducted not earlier than three calendar days nor more than seven calendar days following the date of the notice except that the superintendent and the pupil and the pupil's parent/guardian may agree in writing to a date not conforming to this limitation. Hearings may be waived by the student and parents in writing.

In every case of a hearing held by a school board regarding the expulsion of a pupil, the president of the school board, or in his absence another member selected by the board, shall preside at the hearing. The student shall be entitled to representation by a lawyer or lay counsel. The superintendent or his designee shall present evidence and may present witnesses or statements of those persons having personal knowledge of the events or circumstances giving rise to the expulsion recommendation at the hearing. The student or his representative may then present witnesses or statements by witnesses with personal knowledge of events and circumstances giving rise to the expulsion recommendation at the hearing. Normally, formal cross-examination will not be permitted, however the student or his/her representative will be allowed to question the witness. Opportunity shall be afforded for the student to observe all evidence offered against him/her. Members of the board may question any witness. (Arkansas law makes no provisions for the taking of the testimony under oath and no sanctions for perjury.)

Sexual Harassment Complaints

Definitions

Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student constitute sexual harassment when – submission to such conduct is made, either explicitly or implicitly, a term or condition of an individual's education;

- a. submission to or rejection of such conduct by an individual is used as the basis for academic decisions affecting that individual; or
- b. such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following: Verbal harassment or abuse, pressure for sexual activity, repeated remarks to a person with sexual or demeaning implications, Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc., Displaying pornographic materials, Inappropriate patting or pinching, Intentional brushing against a student's or an employee's body, and/or Any sexually motivated unwelcome touching.

Procedures

Any person who alleges sex discrimination or sexual harassment by any staff member or student may complain directly to the building principal, guidance counselor, or to the Equity Coordinator, the individual designated to receive such complaints. The Equity Coordinator for Mountain Home Public Schools is Dana Brown. Please contact her at the District Office at 425-1281 Filing of a complaint or otherwise reporting sexual harassment or sex discrimination will not reflect upon the individual's status nor will it affect future employment, grades, or work assignments.

Student Equity Grievances

Any person having inquiries concerning compliance with Federal laws (Title VI of the Civil Rights Act of 1964, Title IX of Education Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973) is directed to Dana Brown, the Equity Coordinator for Mountain Home Public Schools. Please contact her at 425-1281.

Bus Discipline

All Offenses will be handled through the recommended school discipline policies with the exception of the following occurring on school buses. Any student suspended from riding a bus is suspended from all district buses with the exception of special school related activities.

Attempts will be made to notify parents on all Level 2 & Level 3 offenses, repeated offenses, and consequences resulting in bus suspension.

The following is only a guideline. Depending on the nature of the incident, the consequences may be subject to administrator discretion.

Discipline actions are cumulative per semester. After the 4th offense, there is the possibility of losing riding privileges for the remainder of the semester.

The Following is Only a Guideline:

LEVEL 1 (Minor Offenses)		
Noisy or annoying behavior	Failure to comply	Improper boarding/departing
Out of Seat or out in aisle		Unauthorized transportation
Turned around in seat	Eating or Drinking	Bringing objectionable objects
Rudeness, improper language	No bus pass	Horse-play, light pushing
Throwing paper type objects	Littering	Any body part out of Bus Window

ACTIONS: 1st Offense-Warning

3rd	Offense-1 to 10 day bus suspension
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2nd Offense - 1 day bus suspension

4th Offense—Administrative Discretion

LEVEL 2 Serious Offenses that directly affect others)		
Rough Play	Spitting	Bringing dangerous objects
Fighting	Profanity	Theft or dishonesty
Getting on any bus when riding privilege has been suspended		Disrespectful Behavior
Damage to property	Defiance	Refusal to obey driver

ACTIONS: 1st Offense - 1 day bus suspension

3rd	Offense – 1 to 3 day school suspension
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2nd Offense - 1 to 10 day bus suspension

4th Offense – Administrative Discretion

LEVEL 3 (Severe Offense)		
Public Indecency	Sexual Harassment	
Drugs or Alcohol	Tobacco 2 nd offense*	Possession of weapon

Level 3 offenses are ZERO tolerance items which could result in bus suspension for the remainder of the school year and 1 to 3 day school suspension.

*TOBACCO 2nd offense: Bus suspension for the remainder of the school year, 10 day Out- Of-School suspension plus school disciplinary policy

Date Adopted: July 20, 2006 Last Revised: July 18, 2019

Bus Policies

Mountain Home Public Schools District Policies for Students Riding the School Bus

1. Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop and wait until the door is opened before moving close to the bus.
2. While loading or unloading, enter or leave the bus orderly and quickly.
3. While riding the bus, students are under the supervision of the driver and must obey the driver at all times. Students causing disciplinary problems on buses will be identified and disciplinary action taken.
4. Students are expected to conduct themselves in a manner such that they will not distract the attention of the driver or disturb other riders on the bus.
5. No food or drink is to be consumed on the route bus. Exceptions will be made for the consumption of water on days of high temperature. A further exception is made for activity trips subject to the approval of the sponsor. NO knives or sharp objects are allowed. No firearms, ammunition, or fireworks are to be brought on the bus. Do not bring trading cards, pets, or any kind of animal on the bus. Cell phones are not to be used while students are loading or unloading school buses. Radios, video games, DVD and music players are only allowed at driver discretion. If the driver allows any of these last items on the bus, they must be at a noise level so that no one is distracted by them. They are **not** to be brought out at school & may only be brought if a student assumes risk! **Mountain Home School District will not be responsible for any personal item lost, stolen, broken or damaged on the school bus.** This means that if such items are lost or stolen the school authorities may not be able to help with their recovery or compensation.
6. Students need to speak in a moderate voice; no yelling or screaming. Pupils MUST remain seated and out of the aisle while the bus is in motion. No backpacks, books, or items are to be left in the aisle. Keep the aisle clear. Do not put arms, hands, head or anything out of the windows.
7. A student will be liable for any damage he/she does to the bus. This includes writing on seats, poking holes, tampering with any bus equipment or furnishings.
8. Students who must cross the road or highway to enter the bus must always be on the right side of the road waiting on the bus. If you should arrive at the stop just as the bus approaches the stop, wait until the bus has come to a complete stop and the driver has signaled you to cross.
9. Students who must cross the road after leaving the bus in the afternoon, must go to a point on the shoulder of the road 15 feet in front of the bus, or until you can plainly see the bus driver, and wait for the driver to signal you across.
10. Students must ride their assigned bus. Those needing to ride another bus or get off the bus at a point other than normal for any reason, must bring a note with parent permission to their building principal. The office will then issue a "Permit to Ride Bus" form which the student will present to the driver of the bus they are to ride that day. Mountain Home Public Schools will not assume responsibility for transportation of students to special events after school.
11. Mountain Home School District will not be responsible for any personal items lost, stolen, broken or damaged on the schoolbus.
12. For transportation assistance before 8:00 a.m. and after 4:00 p. m. call 425-1240.



Civil Rights Responsibilities

The Mountain Home Public School District and Baxter County assures the Director, General Division and Arkansas Department of Education that all schools within the district are in compliance with the following civil rights regulations as stated:

Title VI, Section 601, of the Civil Rights Act of 1964

No person in the United States shall, on the grounds of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance.

Title IX, Section 901, of the Education Amendment of 1972

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subject to discrimination under any education program or activity receiving Federal financial assistance.

Section 504 of the Rehabilitation Act of 1973

No otherwise qualified handicapped individual in the United States....shall, solely by reason of handicap, be excluded from the participation in, be denied the benefit of, or be subjected to discrimination under any program or activity receiving Federal financial assistance. Dana Brown is the District 504 Coordinator.

Disability Advisory

Parents, Some Disabilities Can Be Seen - Some Cannot. If you suspect that your child has a physical, mental, or emotional disability, your local school district would like to help you provide him/her with a program to meet his/her needs. Call your child's school principal and ask for help.

Student Records

Student School Records and Educational Records

1. The Family Education Rights and Privacy Act of 1974 (Public Law 93-380) states in part that "all academic and personal records pertaining to individual students are confidential and can only be inspected by students, parents, and school officials."
2. Parents of students may inspect these records and challenge any records that may be misleading, inaccurate or otherwise inappropriate.
3. Personally identifiable data concerning a student may only be released with his/her parent's written permission unless required by state or federal law. Requests to release records or to give personal information over the phone cannot be honored by law. For the protection of the student, a person receiving records may be required to sign a form before the school will release the information.
4. Other school officials within the same school or officials of other schools or school systems in which the student has enrolled may request and receive a student's record.
5. When any student has reached the age of 18 or is attending an institution or post-secondary education, the law states that "the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student".
6. Student records include files, documents, tapes, films, etc., which contain personally identifiable information directly related to a student.
7. Records that are given to the school by students/parents are unofficial. Official records can only be obtained between school districts.

Snack Guidelines for MH Schools

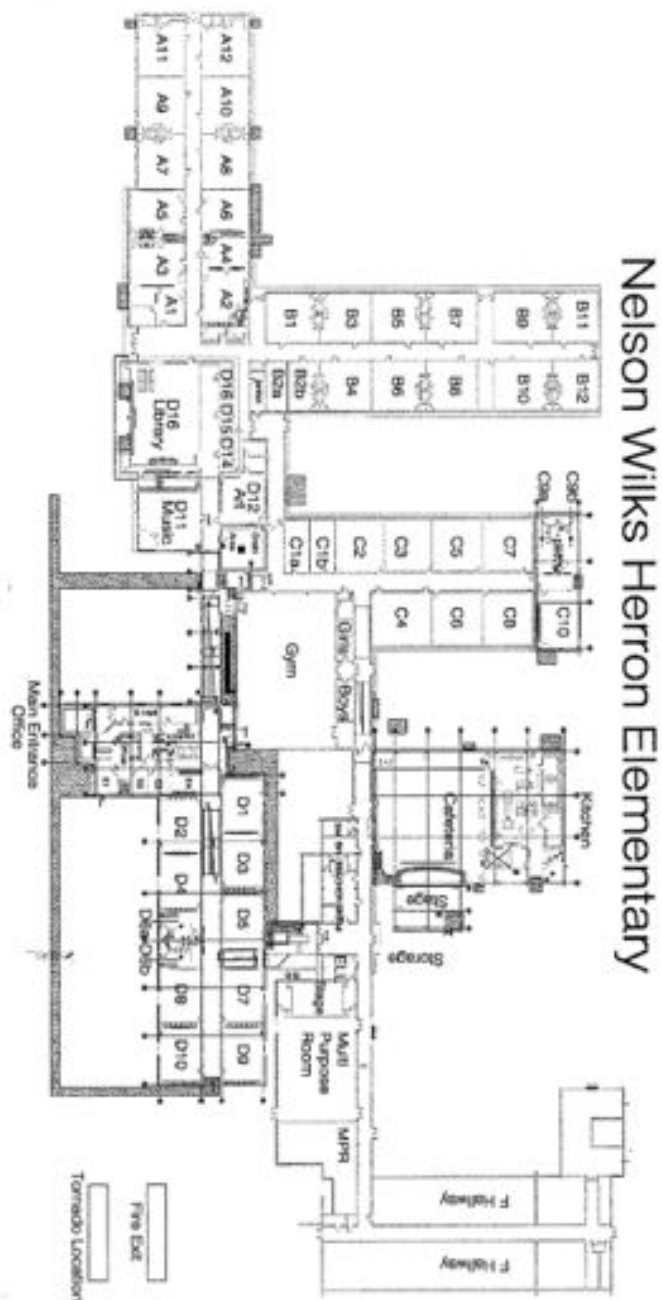
Snack Guidelines for Mountain Home Public Schools (Serving size to be followed)			
<i>Food Components</i>	<i>Serving size</i>	<i>Some examples of snacks</i>	<i>Examples of snacks continued...</i>
1 milk fluid milk	1/2 cup		Regular Milk Chocolate Milk Strawberry Milk
1 fruit/vegetable juice, ² fruit and/or vegetable	1/2 cup	Any raw vegetable: carrots, celery, & broccoli Cantaloupe slices	Apple slices Orange slices Banana Strawberries Sliced watermelon 100% Fruit juice
1 grains/bread³ bread or cornbread or biscuit or roll or muffin or cold dry cereal or hot cooked cereal or pasta or noodles or grains	 1/2 slice 1/2 serving 1/3 cup 1/4 cup 1/4 cup	 ½ slice of whole wheat bread Popcorn granola bar cereal bar dry cereal (whole grain) animal crackers	 Saltine crackers Graham cracker Pretzels cheese type crackers Ritz crackers Mini Muffin Croissant
1 meat/meat alternate meat or poultry or fish ⁴ or alternate protein product or cheese or egg ⁵ or cooked dry beans or peas or peanut or other nut or seed butters or nuts and/or seeds or yogurt ⁶	 1/2 oz. 1/2 oz. 1/2 oz. 1/2 1/8 cup 1 Tbsp. 1/2 oz. 2 oz.	 Cheese Cubes Yogurt Peanut Butter Almonds Pecans Walnuts	 String Cheese Ham Spread Slices of Ham Slices of Turkey Beef Jerky Beef Stick Hot dog
² Fruit or vegetable juice must be full-strength. Juice cannot be served when milk is the only other snack component. ³ Breads and grains must be made from whole-grain or enriched meal or flour. Cereal must be whole-grain or enriched or fortified. ⁴ A serving consists of the edible portion of cooked lean meat or poultry or fish. ⁵ One-half egg meets the required minimum amount (one ounce or less) of meat alternate. ⁶ Yogurt may be plain or flavored, unsweetened or sweetened.			

Mountain Home Kindergarten School

Mountain Home Kindergarten School



Map - NWH Elementary School



APPENDIX

Family And Community Engagement

MH Kindergarten Summary

Mountain Home Kindergarten
1310 Post Oak Rd
Mountain Home, AR 72653

Family & Community Engagement Coordinator
Jeri Thomas 870-425-1256

Parents are an important part of a student's education. Mountain Home Kindergarten is dedicated to creating meaningful partnerships with our parents to provide the best education possible for our students. We utilize communication tools such as the school newsletter, Alert Now system, school website, Facebook, Twitter and classroom newsletters to keep our parents informed of what is happening at school.

We encourage parents to become involved in the MH PTO program in order to volunteer in the school, classroom or other school events. Open House & Parent/Teacher Conferences are also ways for parents to stay informed and be involved in their students' education.

For more information or questions on how to become more involved in your student's school or education, please contact the MHK Family & Community Engagement Coordinator, Jeri Thomas, at 870-425-1256.

Opportunities for parents to be involved with their students include:

Open House: (scheduled parent/teacher meetings)	August 19 (8:00 - 3:00) August 20 (1:00 - 7:00)
Parent/Teacher Conferences:	October 22, 2020 1:00 p.m.–7:00 p.m. February 11, 2021 1:00 p.m.–7:00 p.m
Parent Center - Room 23	Open daily: 7:30 a.m. – 4:00 p.m.

Family and Community Engagement Plan MH Kindergarten Plan

I. Program Components

Mountain Home Kindergarten believes that parents, alumni, and community members must work as knowledgeable partners in order to provide the very best education possible for each child. The Mountain Home Kindergarten Family and Community Engagement Plan will include, but not be limited to, the following components of a successful parental engagement program:

A. Family and Community Engagement

Mountain Home Kindergarten will provide the following opportunities to involve parents:

1. Development of a Family and Community Engagement Plan

- The Family and Community Engagement Plan was developed jointly by parents and staff of the Kindergarten, worded in understandable language, and prepared for distribution by parents and staff.
- The plan will be disseminated to all district patrons
- The Family and Community Engagement Plan will be published on the school webpage
- The plan will be reviewed and updated periodically to ensure it meets current needs

e. Active PTO organization

2. Volunteer Plan

- An invitation will be extended to parents at the beginning of each semester to become a PTO Volunteer

- b. Parents will be surveyed regarding their abilities and interests as volunteers
- c. The parent facilitator will conduct needs assessment at the building level to ascertain degree of needs
- d. A list of needs will be compiled and distributed to parent volunteers
- e. All volunteers must attend an orientation session in order to volunteer
- f. This training will provide for the incorporation of developmentally appropriate learning activities at the school and at home
- g. A packet will be available to teachers, informing them of the interests and availability of the volunteers

3. School-Parent Compact

Mountain Home Kindergarten jointly developed with parents a school-parent compact that outlines how:

- a. Parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.
- b. The school will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the state's academic achievement standards.
- c. Each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time.

The compact also addresses the importance of communication between teachers and parents on an on-going basis through, at a minimum:

- a. Reasonable access to staff, opportunities to volunteer and participate in their child's class
- b. Parent-teacher conferences twice yearly, during which the compact will be discussed as it relates to the individual child's achievement
- c. Parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of: Title I programs, Family and Community Engagement Policy, and SLIPS

4. Activities and Events

(Annual Meeting) Open House —August 19 (8:00 - 3:00); or August 20 (1:00 - 7:00) Scheduled by teacher

All parents invited and encouraged to attend Inform parents of:

- 1. school's participation in Title I
- 2. requirements of the program
- 3. parent's right to be involved
- 4. timely information about Title I programs
- 5. description and explanation of the curriculum in use at the school
- 6. forms of academic assessment used to measure student progress
- 7. proficiency levels students are expected to meet.
- 8. how to monitor their child's progress

Newsletters

Email utilized for parent communication Parent/Teacher Conferences

October 22, 2020 1:00 p.m.-7:00 p.m.

February 11, 2021 1:00 p.m.-7:00 p.m.

Family and Community Engagement Meetings

- 1. The school will offer a flexible number of meetings, such as in the morning or in the evening.
- 2. The school may use parent involvement funds to provide transportation, child care, or home visits, as the services relate to parent involvement.
- 3. Parents will be involved in an organized, ongoing, and timely way in the planning, review and improvement of: Title I programs, Family and Community Engagement Policy, and SLIPS
- 4. Training and materials will be provided to help parents work with their child at home

As requested by parents – opportunities for regular meetings to:

- 1. Allow parents to participate, as appropriate, in decisions relating to the education of their children
- 2. Review school-wide plan and submit comments about the plan School-wide Tutoring

Annual Report to the Public

- Overview of curriculum, student learning and assessment, educational expectations and the opportunities of parent involvement
- Positive Communication with Parents (notes, phone calls, etc.)
- Report Cards
- Progress Reports
- Informational Kit/Brochure (including parent survey and school calendar)
- Awards Assemblies

5. Resource Materials

- Parent Center (parenting books, handouts, learning activities for home use)
- Elementary Library (parenting books)
- Registration packet/brochure
- Student Handbooks
- SchoolWebsite
 - Email address of school staff
 - Grade level curriculum
 - Mountain Home Kindergarten Page
 - School Support Page
 - Newsletter
 - District Data
 - Link to Department of Education
 - School Calendar
 - F.A.C.E. Plan
 - Lunch Menus

6. Recognition of Parents

Volunteer Recognition Day

II. Information – Parents will be provided with the following information:

- A. A school telephone number and faculty email addresses
- B. School and faculty web-page addresses
- C. Web page photo gallery of recent events
- D. Description of school's Family and Community Engagement Program
- E. List of ways parents may be involved at school
- F. Dates of the two parent /teacher conferences to be held each year
- G. Notification of other activities as scheduled

III. Parent Center

Location: Building - Room 23
Time: 7:30 a.m.– 4:00 p.m.

IV. School Policies

Mountain Home Kindergarten encourages family and community engagement and participation

- A. The policy regarding Checkout and pick-up procedures of children will be located in the Kindergarten school office
- B. Procedures for classroom visitation during school events will be located in the Elementary school office
- C. The process for resolving parental concerns is included in the handbook
- D. Student Handbook

V. Family & Community Engagement Coordinator at Mountain Home Kindergarten:

Jeri Thomas Mountain Home Kindergarten (870) 425 –1256

Family And Community Engagement (F.A.C.E.)

Nelson-Wilks-Herron Elementary

Nelson-Wilks-Herron Elementary
618 North College
Mountain Home, AR 72653

Building Parent Engagement Coordinator
Cathleen Roberson 870-425-1251
croberson@mhbombers.com

Nelson-Wilks-Herron Elementary school believes that parents, alumni, and community members must work as knowledgeable partners to provide the very best education possible for each child.

Opportunities for parents to be involved with their students include:

Open House: (Scheduled teacher/parent meeting)	August 19 (8:00 - 3:00); or August 20 (1:00-7:00)
Parent/Teacher Conferences:	October 22, 2020 1:00 p.m.–7:00 p.m. February 11, 2021 1:00 p.m.–7:00 p.m.
Parent Center, Room C4	Open daily: 8:05-10:50 a.m. and 2:45-3:30 p.m.

Parents are invited to become involved through Mountain Home PTO. Parents are surveyed regarding their abilities and interests as volunteers. All volunteers must attend an orientation session in order to volunteer. Training is provided for the incorporation of developmentally appropriate learning activities.

Family and Community Engagement Plan (F.A.C.E.)

Nelson-Wilks-Herron Elementary Plan

Program Components

Nelson-Wilks-Herron Elementary school believes that parents, alumni, and community members must work as knowledgeable partners in order to provide the very best education possible for each child. The Nelson Wilks Herron Family & Community Plan will include, but not be limited to, the following components of a successful F.A.C.E. program:

A. Parent Involvement

Nelson-Wilks-Herron Elementary School will provide the following opportunities to involve parents:

1. Development of a F.A.C.E. Plan

- The F.A.C.E. Plan was developed jointly by parents and staff of NWH, worded in understandable language, and prepared for distribution by parents and staff.
- The plan will be disseminated to all district patrons.
- The F.A.C.E. Plan will be published on the school webpage.
- The plan will be reviewed and updated periodically to ensure it meets current needs.
- Active PTO organization

2. Volunteer Plan

- An invitation will be extended to parents at the beginning of each semester to become a MH PTO Volunteer
- Parents will be surveyed regarding their abilities and interests as volunteers.
- The parent facilitator will conduct needs assessment at the building level to ascertain degree of needs
- A list of needs will be compiled and distributed to parent volunteers
- All volunteers must attend an orientation session in order to volunteer
- This training will provide for the incorporation of developmentally appropriate learning activities at the school and at home
- A packet will be available to teachers, informing them of the interests and availability of the volunteers

3. School-Parent Compact

Nelson Wilks Herron Elementary School jointly developed with parents a school-parent compact outlining how:

- Parents, the entire staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards.

- b. The school will provide a high-quality curriculum and instruction in a supportive and effective learning environment that enables the children to meet the state's academic achievement standards.
- c. Each parent will be responsible for supporting their children's learning; and participating, as appropriate, in decisions relating to the education of their children and positive extracurricular time.

The compact also addresses the importance of communication between teachers and parents on an on-going basis through, at a minimum:

- a. Reasonable access to staff, opportunities to volunteer and participate in their child's class
 - b. Parent-teacher conferences twice yearly, during which the compact will be discussed as it relates to the individual child's achievement
 - c. Parents will be involved in an organized, ongoing, and timely way in the planning, review, and improvement of: Title I programs, Family and Community Engagement Policy, and SLIPS
4. Activities and Events
 (Annual Meeting) Open House – August 19 (8:00 - 3:00) or August 20 (1:00 p.m. 7:00 p.m)
 All parents invited and encouraged to attend to be informed of:

1. School's participation in Title I 2. Requirements of the program 3. Parent's right to be involved 4. Timely information about Title I programs	5. Description and explanation of the curriculum in use at the school 6. Forms of academic assessment used to measure student progress 7. Proficiency levels students are expected to meet. 8. How to monitor their child's progress
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- Newsletters
- Email utilized for parent communication
- Parent/Teacher Conferences
 October 22, 2020 1:00 p.m. - 7:00 p.m.
 February 11, 2021 1:00 p.m. - 7:00 p.m.
 If Health & Safety Guidelines permit:
- Fall Festival (October)
- One Book One School Project (Spring)
- Muffins with Mom (March/April)
- Donuts with Dads (March/April)
- Dinner on the Grounds (May)

Family & Community Engagement Meetings

1. The school will offer a flexible number of meetings, such as in the morning or in the evening.
2. The school may use parent involvement funds to provide transportation, child care, or home visits, as the services relate to parent involvement.
3. Parents will be involved in an organized, ongoing, and timely way in the planning, review and improvement of: Title I programs, Family and Community Engagement Policy, and SLIPS
4. Training and materials will be provided to help parents work with their child

As requested by parents - opportunities for regular meetings to:

1. Allow parents to participate, as appropriate, in decisions relating to the education of their children
2. Review school wide plan and submit comments about the plan
3. School-wide Tutoring

Annual Report to the Public

- Overview of curriculum, student learning and assessment, educational expectations and the opportunities of parent involvement
- Positive Communication with Parents (notes, phone calls, etc.)
- Report Cards
- Progress Reports
- Informational Kit/Brochure (including parent survey and school calendar)
- Awards Assemblies
- Recognition of Parents
 - Volunteer Recognition Day

Resource Materials

<ul style="list-style-type: none"> § Parent Center (parenting books, handouts, learning activities for home use) § Elementary Library (parenting books) § Registration packet/brochure § Student Handbooks § School Website § Email address of school staff § Grade level curriculum 	<ul style="list-style-type: none"> § Nelson Wilks Herron Elementary Page § School Support Page § Newsletter § District Data § Link to Department of Education § School Calendar § F.A.C.E. Plan Lunch Menus
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I. Information – Parents will be provided with the following information:

- A. A school telephone number and faculty email addresses
- B. School and faculty web-page addresses
- C. Web page photo gallery of recent events
- D. Description of school's Parent and Family Engagement Program
- E. List of ways parents may be involved at school
- F. Dates of the two parents /teacher conferences to be held each year
- G. Notification of other activities as scheduled

III. Parent Center

Location: Room C4, Nelson-Wilks-Herron Elementary

Time: Open Daily 8:05 a.m.-10:50 a.m. and 2:45 p.m-3:30 p.m

IV. School Policies

Nelson-Wilks-Herron Elementary encourages parent and family engagement and participation

- A. The policy regarding checkout and pick-up procedures of children will be located in the Elementary school office
- B. Procedures for classroom visitation during school events will be located in the Elementary school office
- C. The process for resolving parental concerns is included in the handbook
- D. Student Handbook

V. Family & Community Engagement Coordinator at Nelson Wilks Herron Elementary School: Cathleen Roberson (870) 425-1251

4.35F—(MH) MEDICATION ADMINISTRATION CONSENT FORM

Sending Medication to School using the District Medication Policy

Many serious concerns arise when medicine is given in the school setting. Some of those concerns include: possible medication reactions, medicine security, missed doses, added staff responsibility when the nurse is not in the building, class interruptions, transporting medicines, etc. Please minimize these risks by avoiding sending medicine to school whenever possible. **If your physician decides it is necessary for your child to have medication during school hours, please read and follow the guidelines of the Mountain Home School District before filling out the release form below.**

Medication Consent and Administration Release Form

- | | |
|--|---|
| <ol style="list-style-type: none">1. <u>The medication release form below must be completed before any medication will be administered to any student.</u>2. All medicine will be kept in the school office. Students are not allowed to carry medicine on their person, unless the school nurse, parent and physician have approved it.3. Medicine should be brought to the school office by the parent or guardian. The school cannot be responsible for medicines that are misplaced or misused during transport. Home doses should be removed from the prescription bottle and kept at home. This alleviates the need to send the medicine back and forth. It also keeps the school supply in the original container. <i>(Most pharmacists will give you two labeled prescription bottles.)</i>4. Any medication brought to school must be in the original container. Medicine cannot be sent in Baggies, lunch boxes, etc. Prescription labels must be complete and accurate with the child's name, the date, the doctor's name, the drug's name, dosage and intervals.5. Students are prohibited from sharing, transferring, or in any way diverting his/her medications to any other person.6. In most cases, antibiotics ordered three times a day can be given before school, after school and at bedtime. | <ol style="list-style-type: none">7. Empty prescription bottles will be sent home with the child. It is the parent's responsibility to know when refills are due on long-term medicines.8. If an occasional nonprescription medicine is necessary, a completed medication release form must accompany the medicine. Over-the-counter medicine can only be given 5 consecutive school days without a doctor's order.9. Narcotic pain medications including cough medication with codeine should be kept at home. If a student's pain level is not alleviated with Tylenol or Ibuprofen during school hours they should stay home.10. "Homeopathic" preparations will not be given without a licensed physician's order that includes a list of ingredients, side effects, and dosage recommendations per kilogram of weight.11. 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 a ten (10) day period shall be destroyed by the local sheriff's department. |
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MEDICATION ADMINISTRATION RELEASE FORM

(Please read the policy guidelines above before filling in all blanks on the form)

I request that you give medication to my child during the school day in accordance with the Board policy printed above. You are authorized to delegate this authority to another person (such as a secretary, principal or teacher), if so desired. I will not hold the Mountain Home Public School Board and its employees responsible for any undesired reaction, which may occur from the medication. I authorize the school nurse and my child's health care provider to exchange verbal and/or written information regarding the health needs of my child at school. I agree to pay for ambulance service if used to transport my child from school to the doctor or hospital should he/she have a reaction to the medication.

Parent/Guardian Signature

Date

Phone

Student name:		Grade:
Teacher's name:	Doctor's name:	Medication name:
Dosage:	Time to be given:	Dates to be given:
For treatment of the following illness:	Side effects:	Keep_____ or Send home_____
In case of questions or an emergency, call:		Phone:
If your child is on a long-term medication, do you want him/her to take the medicine on field trips? (The medicine would have to be transported by the teacher and given by the teacher.) Yes___ or No___		

Last revision 8-20-15

Students must be fever free (100.4° F when taken orally) for 24 hours before returning to school.

4.1—RESIDENCE REQUIREMENTS

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

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

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

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

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

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes. Any person eighteen (18) years of age or older may establish a residence separate and apart

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

the District may continue to remain enrolled in his/her current school unless the presiding court rules otherwise. Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and his/her child or ward reside outside the district.

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

Cross References:

Policy 4.40—HOMELESS STUDENTS

Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References:

A.C.A. § 6-4-302

A.C.A. § 6-18-107

A.C.A. § 6-18-202

A.C.A. § 6-18-203

A.C.A. § 9-28-113

Date Adopted: July 20, 2006

Last Revised: June 20, 2019

4.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5. Students may enter kindergarten if they will attain the age of five (5) on or before August 1 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, will become five (5) years old during the year in which he/she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District. Any student who was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country, becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will become five (5) years of age during the year in which he or she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be

enrolled in kindergarten upon a written request to the District. Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated by the district and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child's parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten. Any child may enter first grade in a District school if the child will attain the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas. Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade. Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy

4.6—HOMESCHOOLING.

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian present for enrollment. Prior to the child's admission to a District school:

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

Uniformed Services Member's Children

For the purposes of this policy:

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

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

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

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

“Eligible child” means the children of:

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

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

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

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

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

Cross References:

4.1—RESIDENCE REQUIREMENTS

4.4—STUDENT TRANSFERS

4.5—SCHOOL CHOICE

4.6—HOMESCHOOLING

4.34—COMMUNICABLE DISEASES AND PARASITES

4.40—HOMELESS STUDENTS

Legal References: A.C.A. § 6-4-302

A.C.A. § 6-4-309

A.C.A. § 6-15-504

A.C.A. § 6-18-107

A.C.A. § 6-18-201 (c)

A.C.A. § 6-18-207

A.C.A. § 6-18-208

A.C.A. § 6-18-510

A.C.A. § 6-18-702

A.C.A. § 9-28-113

Date Adopted: June 17, 2010

Last Revised: June 20, 2019; ~~June 15, 2017~~

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

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

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6 - HOMESCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.

5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.

6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal Reference: A.C.A. § 6-18-201 A.C.A. § 6-18-207 Date Adopted: July 20, 2006 Last Revised: June 20, 2019

4.7MH—ABSENCES

If any student's Individual Education Program (IEP) or a 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence. Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enriches the learning environment and promotes a continuity of instruction which results in higher student achievement. Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy.

Excused Absences

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

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

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

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent, legal guardian, person having lawful control of the student or person standing in loco parentis, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with six (6) such days in one or more classes in a semester (Grades 8-12)/ six (6) (Grades K-7)) unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student. When a student has missed one-half (1/2) of the allowable unexcused absences, his/her parents, legal guardians, person having lawful control of the student or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred, by regular or electronic mail with a return address sent no later than the following school day. Whenever a student exceeds six (6) such days in one or more classes in a semester (Grades 8-12)/ six (6) (Grades K-7) unexcused absences in a semester, parents, legal guardians, person having lawful control of the student or persons standing in loco parentis may submit a Mountain Home Public Schools Absence Appeal Form to the principal. If the appeal is denied, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law. It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a

student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person having lawful control of the student or persons standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parents, legal guardians, person having lawful control of the student or persons standing in loco parentis and the school or district administrator or Designee. Students who attend in-school suspension shall not be counted absent for those days. Days missed due to out-of-school suspension or expulsion shall be unexcused absences. The District shall notify the Department of Finance and Administration whenever a student fourteen (14) years of age or older is no longer in school. The Department of Finance and Administration is required to suspend the former student's operator's license unless he/she meets certain requirements specified in the statute.

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

Legal References:

A.C.A. § 6-4-302

A.C.A. § 6-18-107

A.C.A. § 6-18-209

A.C.A. § 6-18-220

A.C.A. § 6-18-222

A.C.A. § 6-18-229

A.C.A. § 6-18-231

A.C.A. § 6-18-507(g)

A.C.A. § 6-18-702

A.C.A. § 7-4-116

A.C.A. § 9-28-113(f)

A.C.A. § 27-16-701

Division of Elementary and Secondary Education Rules Governing Distance and Digital Learning

Date Adopted: July 18, 2015 Last revised: July 18, 2019

4.17(MH)—STUDENT DISCIPLINE

The Mountain Home Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; and going to and from school or a school activity. The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights. The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Mountain Home School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies. The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies. The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis. It is required by law that the principal or the person in charge to report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement. The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

HANDBOOKS AND OTHER REGULATIONS

A. Student handbooks and curriculum guides or course descriptions contain additional or more specific information, rules, and regulations. These must be followed by students.

B. Administrator, teachers, teacher aides, secretaries, bus drivers and other school employees will issue instructions, rules or regulations as needed. These must be followed by students.

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

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

Date Adopted: May 14, 2009

Last Revised: July 18, 2019

CURRICULUM AND GRADUATION REQUIREMENTS

4.45MH—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2019 AND 2020

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through – (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Per local decision, a third curriculum option for meeting graduation requirements is available by application process. A review will be conducted by counselors for all students' to determine credit hours earned at the end of their Eleventh Grade school year. This information will determine the student's diploma track to graduate. A committee including the student and parent/guardian will make the final decision if the student is granted the approval to pursue the 22 credit Career Readiness Diploma Track. 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 three curriculums, following the Core curriculum or Career Readiness may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum or Career Readiness may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths. This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel. Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each.

This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school's counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district's students. Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph. To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2 - ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units are required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education, the district requires an additional 2 units to graduate for a total of 24 units with the exception of those students that meet the criteria for the Career Readiness diploma track. 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. Beginning in the 2018-2019 school year, all students must pass the test approved by DESE that is similar to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services in order to graduate. Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

Digital Learning Courses

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

SMART CORE: Sixteen (16) units

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

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

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

1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;

2) Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;

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

3) Algebra II; and

4) The fourth unit may be either:

- A math unit 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); or

- A computer science flex credit may be taken in the place of a fourth math credit. Natural Science: three (3) units

- DESE approved biology – 1 credit;

- DESE approved physical science – 1 credit; and

- A third unit that is either:

- ☐ An additional science credit approved by DESE; or

- ☐ A computer science flex credit may be taken in the place of a third science credit. Social Studies: three (3) units

- Civics one-half (1/2) unit

- World History - one unit

- American History - one unit

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

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

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

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

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate. A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit

- Geometry or its equivalent* - 1 unit

- All math units must build on the base of algebra and geometry knowledge and skills. (Comparable concurrent credit college courses may be substituted where applicable)

- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

Science: three (3) units

- DESE approved biology – 1 credit;

- DESE approved physical science – 1 credit; and

- A third unit that is either:

- ☐ An additional science credit approved by DESE; or

- ☐ A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (1/2) unit

- World history, one (1) unit

- American History, one (1) unit

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

Career Readiness: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills. (Comparable concurrent credit college courses may be substituted where applicable)
- One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE may be substituted for a math credit beyond Algebra I and Geometry

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

Science: three (3) units

- At least one (1) unit of biology or its equivalent; and Two units chosen from the following three categories:
- Physical Science;
- Chemistry;
- Physics; Environmental Science; or
- One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE. 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.

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate. A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

Per local decision and approval from the Department of Elementary and Secondary Education State Board students have the option to enroll in a FlexPath Program offered through a Flexible Seat Time Waiver. In an effort to support students of Mountain Home Public Schools, the district will offer curriculum options for students identified as FlexPath, for those who meet approved criteria to access an online platform, through the Virtual Arkansas, other online providers, and/or a homegrown Google Classroom format. To support students

by ensuring they are receiving curriculum through an accredited program supported by the Department of Elementary and Secondary Education, MHPS will provide options to traditional students and students currently enrolled in homeschool programs.

Students and their families will make application at the appropriate building level to qualify for the FlexPath curriculum. A building level committee will be assembled to approve applications for enrollment into the FlexPath program. The committee will consist of (but not

limited to) a building administrator or designee, counselor, and digital learning facilitator. Due to enrollment caps in certain Virtual Arkansas courses and/or Google Classroom courses, after the first ten days of a semester, students will have the opportunity to enroll in the FlexPath program only with approval of the building level committee when extenuating circumstances are evidenced and if seats are available in the requested digital learning courses. Students and their families will be offered the ability to obtain courses from Virtual Arkansas, other online providers, and/or available homegrown Google Classroom courses. The students will receive a grade from the provider, as well as, receive credit from our high school which will be reflected on the student's MHPS transcript. Exams for the offered courses/and state mandated tests must be taken on the respective school district campuses of the students enrolled. The student/parent will be responsible for coordinating testing times with his/her assigned digital learning facilitator. A representative of the district will meet with those families throughout the year to ensure student needs are met and will monitor student progress through the courses.

Students participating in the FlexPath program will be monitored for consistent participation as defined by the online instructor through the online platform of Virtual Arkansas and/or Google Classroom. These students will be enrolled in Mountain Home Public Schools as FlexPath students and will be eligible to participate in all extracurricular activities. Transportation to take the required tests on campus will be up to the student's parent or guardian. Students must pre-arrange test or meeting times with their digital learning facilitator and must wear a school-issued ID badge when they are on campus for testing. Students must also check in the front office when they arrive on campus to test or meet with their digital learning facilitator. Any required materials for the courses will be at the district's expense; however, the technology needed to provide the online learning opportunity (not to exclude: computer, webcam, calculator, head-sets with microphones, and Internet access) will be up to the parents or guardians of the student when off campus. Students can access public areas for Internet access, such as the local library or other places that provide wi-fi. The high school also provides after-school sessions for students to utilize computers and wi-fi. Flex students should contact their digital learning facilitator to learn more about the dates and times that these opportunities are available. MHPS can at any time provide additional services to the FlexPath students as deemed necessary and appropriate. Regardless of any other provision of this policy, MHPS may assess a student's performance in digital courses when the student's school designee determines the student's participation in such a course would not be academically appropriate. Furthermore, the principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates he/she is not succeeding in the course or if the student violates the digital learning provider's policies. Students enrolled in online courses have five days from the time the course begins to change, drop, or add a course based on the digital learning provider's seat availability. Upon completion of Mountain Home High School Career Academies graduation requirements, FlexPath students are eligible for a Mountain Home High School Career Academies diploma.

Cross References:

4.55—STUDENT PROMOTION AND RETENTION

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

5.11—DIGITAL LEARNING COURSES

5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References:

Standards for Accreditation 9.03 – 9.03.1.9, 14.02

DESE Guidelines for the Development of Smart Core Curriculum Policy

DESE Rules Governing the Distance and Digital Learning Act of 2013

Smart Core Informed Consent

Smart Core Waiver Form

A.C.A. § 6-4-302

A.C.A. § 6-16-122

A.C.A. § 6-16-143

A.C.A. § 6-16-149

A.C.A. § 6-16-150

A.C.A. § 6-16-1406

A.C.A. § 6-18-107

Date Adopted: August 20, 2015

Last Revised: July 18, 2019

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

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the student's permanent record. This policy is to be included in student handbooks for grades 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 Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Per local decision, a third curriculum option for

meeting graduation requirements is available by application process. A review will be conducted by counselors for all students' to determine credit hours earned at the end of their Eleventh Grade school year. This information will determine the student's diploma track to graduate. A committee including the student and parent/guardian will make the final decision if the student is granted the approval to pursue the 22 credit Career Readiness Diploma Track. 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 three curriculums, following the Core curriculum or Career Readiness may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum or Career Readiness may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths. This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel. Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each.

This may be accomplished through any or all of the following means:

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph. To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2

ENTRANCE REQUIREMENTS in- including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 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 Division of Elementary and Secondary Education, the district requires an additional 2 units to graduate for a total of 24 units with the exception of those students that meet the criteria for the Career Readiness diploma track. 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; and
- The fourth unit may be either:
 - A math unit 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); or
 - One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE A computer science flex credit may be taken in the place of a fourth math credit.

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

- One unit of Biology; and either:

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; or
- One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills. (Comparable concurrent credit college courses may be substituted where applicable)
- One unit of computer science chosen from DESE Essentials of Computer Programming, DESE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE may be substituted for A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
- A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

- At least one (1) unit of biology or its equivalent; and

Two units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or
- One unit from the three categories above and one unit of computer science chosen from DESE Essentials of Computer Programming, DESE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

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.

Career Readiness: Sixteen (16) units

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

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

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills. (Comparable concurrent credit college courses may be substituted where applicable)
- One unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE may be substituted for a math credit beyond Algebra I and Geometry
- A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units

- At least one (1) unit of biology or its equivalent; and

Two units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; Environmental Science; or
- One unit from the three categories above and one unit of computer science chosen from ADE Essentials of Computer Programming, ADE Computer Science and Mathematics, AP Computer Science, AP Computer Science Principles, IB Computer Science, or other options approved by ADE.

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.

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. Per local decision and approval from the Arkansas Department of Education State Board students have the option to enroll in a FlexPath Program offered through a Flexible Seat

Time Waiver. In an effort to support students of Mountain Home Public Schools, the district will offer curriculum options for students identified as FlexPath, for those who meet approved criteria to access an online platform, through the Virtual Arkansas, other online providers, and/or a homegrown Google Classroom format. To support students by ensuring they are receiving curriculum through an accredited program supported by the Arkansas Department of Education, MHPS will provide options to traditional students and students currently enrolled in homeschool programs. Students and their families will make application at the appropriate building level to qualify for the FlexPath curriculum. A building level committee will be assembled to approve applications for enrollment into the FlexPath program. The committee will consist of (but not limited to) a building administrator or designee, counselor, and digital learning facilitator. Due to enrollment caps in certain Virtual Arkansas courses and/or Google Classroom courses, after the first ten days of a semester, students will have the opportunity to enroll in the FlexPath program only with approval of the building level committee when extenuating circumstances are evidenced and if seats are available in the requested digital learning courses. Students and their families will be offered the ability to obtain courses from Virtual Arkansas, other online providers, and/or available homegrown Google Classroom courses. The students will receive a grade from the provider, as well as, receive credit from our high school which will be reflected on the student's MHPS transcript. Exams for the offered courses/and state mandated tests must be taken on the respective school district campuses of the students enrolled. The student/parent will be responsible for coordinating testing times with his/her assigned digital learning facilitator. A representative of the district will meet with those families throughout the year to ensure student needs are met and will monitor student progress through the courses. Students participating in the FlexPath program will be monitored for consistent participation as defined by the online instructor through the online platform of Virtual Arkansas and/or Google Classroom. These students will be enrolled in Mountain Home Public Schools as FlexPath students and will be eligible to participate in all extracurricular activities. Transportation to take the required tests on campus will be up to the student's parent or guardian. Students must pre-arrange test or meeting times with their digital learning facilitator and must wear a school-issued ID badge when they are on campus for testing. Students must also check in the front office when they arrive on campus to test or meet with their digital learning facilitator. Any required materials for the courses will be at the district's expense; however, the technology

needed to provide the online learning opportunity (not to exclude: computer, webcam, calculator, head-sets with microphones, and Internet access) will be up to the parents or guardians of the student when off campus. Students can access public areas for Internet access, such as the local library or other places that provide wi-fi. The high school also provides after-school sessions for students to utilize computers and wi-fi. Flex students should contact their digital learning facilitator to learn more about the dates and times that these opportunities are available. MHPS can at any time provide additional services to the FlexPath students as deemed necessary and appropriate. Regardless of any other provision of this policy, MHPS may assess a student's performance in digital courses when the student's school designee determines the student's participation in such a course would not be academically appropriate. Furthermore, the principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates he/she is not succeeding in the course or if the student violates the digital learning provider's policies. Students enrolled in online courses have five days from the time the course begins to change, drop, or add a course based on the digital learning provider's seat availability. Upon completion of Mountain Home High School Career Academies graduation requirements, FlexPath students are eligible for a Mountain Home High School Career Academies diploma.

Cross References:

4.55—STUDENT PROMOTION AND RETENTION

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

5.11—DIGITAL LEARNING COURSES

5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES

5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION

Legal References:

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A.C.A. § 6-4-302

A.C.A. § 6-16-122

A.C.A. § 6-16-143

A.C.A. § 6-16-149

A.C.A. § 6-16-150

A.C.A. § 6-16-1406

A.C.A. § 6-18-107

Date Adopted: November 15, 2016

Last Revised: July 18, 2019

4.55—STUDENT PROMOTION AND RETENTION

The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success. At least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities. Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a) The building principal or designee;
- b) The student's teacher(s);
- c) School counselor
- d) A 504/special education representative (if applicable); and
- e) The student's parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis.

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee. Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level

expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

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

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

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

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

An SSP shall be created:

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

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP or completion of the Alternate Pathway to Graduation when applicable. Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their students to school on the dates the assessments were originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Cross References: 3.30—PARENT-TEACHER COMMUNICATION

4.56—EXTRACURRICULAR ACTIVITIES - SECONDARY SCHOOLS

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References:

A.C.A. § 6-15-2001

A.C.A. § 6-15-2005

A.C.A. § 6-15-2006

A.C.A. § 6-15-2907

A.C.A. § 6-15-2911

A.C.A. § 9-28-205

DESE Rules Governing the Arkansas Educational Support and Accountability Act

Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

Last Revised: June 20, 2019

INDEX

APPENDIX.....	46	Suspension.....	39
4.17(MH)—STUDENT DISCIPLINE.....	58-59	Discipline Plan/Administrative.....	30
4.1—RESIDENCE REQUIREMENTS.....	54	Dismissal of Students.....	23
4.2—ENTRANCE REQUIREMENTS.....	54-56	Emergency Closing.....	28
4.3—COMPULSORY ATTENDANCE		Emergency Drills.....	28
REQUIREMENTS.....	56-57	Eschool/HAC.....	19
4.45.1MH—SMART CORE CURRICULUM AND		Field Trips.....	24
GRADUATION REQUIREMENTS FOR THE CLASS OF		Flight Crew.....	19
2021 AND THEREAFTER		Fundraising Guidelines.....	28
.....	61-66	Grading.....	21
4.45MH—SMART CORE CURRICULUM AND		Hallways.....	24
GRADUATION REQUIREMENTS FOR THE CLASSES OF		Handbook Adjustments for COVID-19.....	3
2018, 2019, AND 2020	59-61	Homework.....	20
4.7 MH—ABSENCES.....	57-58	Kindergarten Notes.....	17
4.55 MH—STUDENT		Library.....	26
PROMOTION/RETENTION.....	66-67	Lost and Found.....	26
MEDICATION CONSENT FORM.....	52-53	Make-Up Work.....	21
Parent & Family Engagement -		Map – MH Kindergarten.....	44
Kindergarten.....	46-48	Map – NWH Elementary School.....	45
Parent & Family Engagement -		Mission and Vision.....	2
NWH.....	49-51	Mountain Home PTO.....	15
AMI Days.....	22	Parent-Teacher Conferences.....	22
Bicycles.....	24	Personal Appearance.....	27
Bomber Virtual Academy.....	9-10	Physical Activities.....	24
Breakfast and Lunch Program.....	25	Principals' Page.....	11
Bridges.....	29	Remediation.....	21
Bus Discipline.....	40	Report Cards.....	21
Bus Policies.....	41	Retention.....	22
Cafeteria Rules.....	25	Safe Start Considerations.....	4-5
Calendar.....	69	Schedules.....	18
Car Rider Information.....	23	School Board.....	12
Civil Rights Responsibilities.....	42	School Supplies.....	26
Contact Information/Student.....	27	School-Based Mental Health Services.....	28
Crisis Plan.....	28	School-To-Home Communication.....	22
Curriculum K-2.....	16	Snack Guidelines for MH Schools.....	43
Disability Advisory.....	42	Snacks & Food for Parties.....	26
Discipline.....	29-30	Staff.....	13-14
Bullying.....	31-33	K-2 Faculty.....	13
Expulsion Due Process.....	39	Nelson-Wilks-Herron Elementary Faculty.....	14
Level 1 Offenses.....	31-33	Standardized Testing.....	22
Level 2 Offenses.....	34-35	Student Equity Grievances.....	39
Level 3 Offenses.....	36-37	Student Records.....	42
Other Offenses.....	38	Video Surveillance.....	38
Policies & Procedures.....	29	Visitors.....	26
Search and Seizure.....	38	Walkers.....	24

**Mountain Home School District
2020-2021 Amended School Calendar**

August 10	Teacher In-Service (PD FLEX)
August 11	Teacher In-Service (PD FLEX)
August 12	Teacher In-Service (PD FLEX)
August 13	Teacher In-Service (PD)
August 14	Teacher Work Day (CT)
August 17	Teacher In-Service (PD)
August 18	Teacher In-Service (PD)
August 19	Teacher Contract Day (CT) (No Students)
August 20	District Open House 1:00-7:00 (CT)
August 21	No School
August 24	First Day of School for Students
September 7	Labor Day (No School)
October 20	First Quarter Ends (41 days)
October 21	Second Quarter Begins
October 22	Parent/Teacher Conferences 1:00-7:00 K-12 (CT) (early dismissal)
October 23	Digital Learning Day
November 23-24	Digital Learning Days
November 25-27	Thanksgiving Break (No School)
December 18	Second Quarter Ends (40 days) End of First Semester (81 days)
Dec. 21	Teacher Independent Contract Day (CT FLEX) (no students)
Dec. 22 - Jan. 1	Christmas Break (No School)
January 4	Third Quarter Begins
January 18	Martin Luther King Day (No School)
February 11	Parent/Teacher Conferences 1:00-7:00 K-12 (CT) (early dismissal)
February 12	Digital Learning Day
March 11	Third Quarter Ends (48 days)
March 12	Fourth Quarter Begins
March 22-26	Spring Break (No School)
April 2	No School
May 27	Last day for students
May 28	Teacher Independent Contract Day (CT FLEX) (no students)
	Fourth Quarter Ends (49 days) End of Second Semester (97 days) (178 total)

First Quarter- 41 Days	178 Instruction (Including 4 Digital Learning Days)
3 Teacher In-service Days (PD Flex)	6 Teacher In-service
3 Teacher In-Service Days (PD)	5 Teacher Contract
1 Teacher Workday (CT)	2 P/T Conference
1 Teacher Contract Day (CT)	191 Total Teacher Contract Days
1 Open House (CT)	

Second Quarter- 40 Days	Emergency Use Days
1 Parent/Teacher Conference Day (CT)	AMI 1-5, 6/1/21, 6/2/21, 6/3/21, 4/2/21, 5/28/21
1 Teacher Independent Contract Day (CT Flex)	(AMI days used at Superintendent's discretion)
3 Digital Learning Days	

Third Quarter- 48 Days	Flex Days: 8/10/20 (PD), 8/11/20 (PD),
1 Parent/Teacher Conference Day (CT)	8/12/20 (PD), 12/21/20 (CT), 5/28/21 (CT)
1 Digital Learning Day	

Fourth Quarter- 49 Days
1 Teacher Independent Contract Day (CT Flex)