

LAKE HAMILTON



Elementary School

2011-2012

Handbook for

Student Conduct and Discipline



"Working Hand in Hand, We Build Success"

When school communications and policies are written in English, please notify the school if you do not read English or know someone who can read English and translate for you. Lake Hamilton will schedule a conference to provide an interpreter for you to translate and answer your questions.

Vă rugăm frumos, anunțați școala, dacă primiți o scrisoare sau un anunț de la școală și nu puteți citi engleză sau nu cunoașteți pe cineva care poate traduce anunțul pentru dumneavoastră. Școala Lake Hamilton va programa o ședință cu un translator să vă traducă anunțul și să răspundă la întrebări.

Cuando las comunicaciones y reglas de la escuela estén escritas in ingles, pro favor notifique a la escuela si usted no lee en ingles o si no conoce a alguien quien lea en inglés y traduzca para usted. La escuela de Lake Hamilton hará una conferencia para proveerle a usted un intérprete que le traduzca y le conteste sus preguntas.

LAKE HAMILTON SCHOOL DISTRICT
LAKE HAMILTON ELEMENTARY SCHOOL
PARENT - STUDENT
STATEMENT OF RESPONSIBILITY

STUDENT NAME

DATE

The statement below must be signed and returned to the homeroom teacher within one (1) week after the student receives it.

We have received the Lake Hamilton Elementary Handbook for Student Conduct and Discipline and although we may not agree with all the regulations, we understand that the student must adhere to them while he is at school or in attendance at school sponsored activities. In the event that we are not entirely certain of some aspect of school policy, we will contact the principal for clarification within one (1) week after receipt of that policy.

****In an effort to promote positive parent-school relations and communication, we have included the addition of Lake Hamilton's new district policies section (pp.38-54), which includes the district "Parental/Community Involvement Plan" (pp.47-48). Also included is the Elementary "School-Parent Compact" (pp.35-36), and the Elementary School "Parental/Community Involvement Plan" (pp.32-34).*

Student Signature

Parent/Guardian Signature

Date

Corporal punishment (paddling) may be administered as a part of the Assertive Discipline Plan to students at Lake Hamilton Elementary School. A parent who does not wish his child to be paddled must personally deliver his written request to the school principal. The request must be submitted annually.

State law (80-1629.6-80-1629.8) requires documentation of student and parent receipt of student discipline policies. This document will be included in the records packet for students transferring within Lake Hamilton School District.

Lake Hamilton School District

...Where students, parents, educators and community work hand-in-hand to empower each learner with the knowledge, skills and direction necessary to promote life-long success and continued life enrichment.

As a Lake Hamilton staff member, I pledge to:

- * Maintain and foster high standards of academic achievement and positive behavior.
- * Respectfully and accurately inform parents of their child's progress.
- * Have high expectations for myself, students, and other staff.
- * Respect the cultural differences of students, their families, and other staff.
- * Help children resolve conflicts in positive, non-violent ways.

Staff Signature _____

As a parent/caregiver, I pledge to:

- * Maintain and foster high standards of academic achievement and positive behavior.
- * Find out how my child is doing by attending conferences, looking at my child's schoolwork, or calling the school.
- * Spend time each day with my child reading, writing, listening, or just talking.
- * Respect, love, and encourage my child's growth and ideas.
- * Help my child to respect the cultural differences of other students, their families, and staff.
- * Help my child to resolve conflicts in positive, non-violent ways.

Parent/Caregiver Signature _____

As a Lake Hamilton student, I pledge to:

- * Work hard to do my best in class and complete my homework.
- * Discuss with my parents what I am learning in school.
- * Have a positive attitude towards self, others, school, and learning.
- * Respect the cultural differences of other students, their families, and staff.
- * Work to resolve conflicts in positive, non-violent ways.

Student Signature _____

LAKE HAMILTON SCHOOL DISTRICT
HANDBOOK
ELEMENTARY SCHOOL
STUDENT CONDUCT AND DISCIPLINE

BOARD OF EDUCATION

Mark Curry, President

Mike Tucker, Vice President

Don Smith, Secretary

Vance Dobyms

Kevin Hale

Sharon Barton, Principal

Kevin Catlett, Assistant Principal

Lake Hamilton Elementary School
240 Wolf Street
Pearcy, Arkansas 71964

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Lake Hamilton School District complies with federal requirements required by Title VI, Title IX and Section 504, which state that, "no person in the United States shall, on the grounds of race, color, national origin, sex or handicap be excluded from participation in, be denied the benefits of, or be subject to discrimination under any program or activities receiving Federal financial assistance."

A message from the principal....

Welcome to Lake Hamilton Elementary School..... where the staff and students excel, parents and community care, and everyone works together to achieve success for all!

The second and third grade years are very important years and we know that the experiences and learning that your child receives now shall provide a stronger foundation for future learning. We are committed to strengthening that foundation by increasing student achievement and ensuring an environment, which is conducive to learning. We also know that maintaining an open line of communication between school and parents is necessary for any successful educational experience; therefore, we are committed to working as a team to ensure a quality education for all our students.

The Board of Education believes that students and their parents have a right to know the rules of conduct that the students are expected to follow. The purpose of this student handbook is to let students and their parents know what the rules are and the disciplinary measures that will be taken when rules are not obeyed.

Each student is responsible for his/her own conduct at all times. Parents are responsible for teaching their children rules of acceptable conduct and for assisting the schools in maintaining a safe and orderly environment. At no time will a disruptive child be allowed to interrupt the learning of other students without disciplinary consequences.

Just as parents cannot provide a rule for every situation that may arise within the family, it's impossible to list in the student handbook a rule for every situation that may arise at school. Students and parents may expect principals and teachers to develop rules that meet individual school and classroom needs. Those rules must be consistent with federal and state laws and Board of Education policies and regulations. Schools have a responsibility to inform students and parents of the school rules, and again, students have a responsibility to know and follow them.

Lake Hamilton School District has been using student handbooks since 1987 when it was originally developed by a committee of parents, teachers, and administrators. It is revised and updated annually. If you have any questions, please do not hesitate to call the school office at 767-8725.

Each school requires that students and parents sign the yellow sheet attached to the front cover and return the sheet to the school. By doing so, parents and students are signifying that they have received the student handbook, are aware of the rules, have been informed of our parent involvement policies and have acknowledged our shared responsibility, commitment, and partnership for improved student academic achievement, as outlined in our school-parent compact.

The student, parent, and teacher will also sign the blue sheet in the front of the handbook, which pledges a cooperative effort in making this year successful.

The staff of Lake Hamilton Elementary School and I extend our best wishes for a most successful school year.

Best regards,

Sharon Barton
Principal

**LAKE HAMILTON SCHOOL DISTRICT
2011 - 2012 SCHOOL CALENDAR**

August	2, 3, 4	-----	New Student Registration
August	4, 5	-----	New Teacher Induction
August	9, 10, 11	-----	Professional Development (1- 3) (No Students)
August	12	-----	No School
August	15	-----	First Day of School for Students
September	5	-----	Labor Day Holiday (No School)
October	14	-----	End 1 st Quarter (44 Days) & End of 1 st 9 Weeks
October	18 & 20	-----	Parent/Teacher Conferences (3:05 – 6:05 p.m.)
October	21	-----	No School
November	23, 24, 25	-----	Thanksgiving Holiday (No School)
December	21	-----	End 2 nd Quarter (44 Days)
December	22 – Jan. 3	-----	Christmas Holiday (No School)
January	4	-----	Professional Development (4) (No Students)
January	5	-----	Beginning of 2 nd Semester (Students Return)
January	16	-----	Martin Luther King Holiday (No School)
February	17 & 20	-----	Inclement Weather Days
March	6 – 7	-----	Grade 11 Literacy Exam
March	9	-----	End 3 rd Quarter (44 Days)
March	12 & 13	-----	Parent/Teacher Conferences (3:05 – 6:05 p.m.)
March	16	-----	Inclement Weather Day
March	19 - 23	-----	Spring Break
March	30	-----	Professional Development (5)
April	2 – 6	-----	Grades K-2 & 9 Iowa Exams
April	9 – 13	-----	Grades 3 – 8 Benchmark Exams
April	17 – 18	-----	EOC Geometry Exam
April	24 – 25	-----	EOC Biology Exam
April	27	-----	Inclement Weather Day
May	24	-----	Last Day for Students End 4 th Quarter (46 Days) District-wide Meeting @ 3:30 p.m. (High School Cafeteria)
May	25	-----	Inclement Weather Day & *Professional Development Flex Day (6)
May	28	-----	Memorial Day (No School)
May	29 – June 1	-----	*Professional Development Flex Days (6-10)

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LAKE HAMILTON SCHOOLS STUDENT HANDBOOKS
DISTRICT –WIDE POLICIES

ENTRANCE REQUIREMENTS

To enroll in a school in the Lake Hamilton School District, the child must be a resident of the district, meet the criteria for homeless students or foster children as outlined in policy, be accepted as a transfer student by the board of directors, or participate under a school choice option and submit the required paperwork as required by the choice option.

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

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

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

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

Students who move into the district from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Home-schooled students shall be evaluated by the District to determine their appropriate grade placement.

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

Prior to the child's admission:

1. The parent, guardian, or other responsible person shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the department of education.
2. The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;

- e. An affidavit of the date and place of birth by the child’s parent or guardian;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding.
 4. The child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, and other diseases as designated by the State Board of Health, or have an exemption issued by the Arkansas State Department of Health. Proof of immunization shall be by a certificate of a licensed physician or a public health department acknowledging the immunization. A child enrolling in a district school and living in the household of a person on active military duty has 30 days to receive his/her initial required immunizations and 12 months to be up to date on the required immunizations for the student’s age.

RESIDENCE REQUIREMENTS

Definitions:

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

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

“Residential address” means the physical location where the student’s parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside. A student may use the residential address of a legal guardian, person having legal, lawful control of the student under order of a court, 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, or other persons having lawful control of the person under an order of a court reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents or guardians 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 parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually 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 ACA §6-18-203 a child or ward of an employee of the district or of the 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.

COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1 who resides, within the Lake Hamilton School 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 district policy have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. §6-18-201(b).

STUDENT TRANSFERS

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

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

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

The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another district or who is involved in expulsion proceedings with another district to enroll as a student until the time of the person's expulsion has expired.

Except as otherwise required or permitted by law, the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The

District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

ABSENCES

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school is essential to their social and cultural development and helps prepare them to accept responsibilities they will face as an adult. Interactions with other students and participation in the instruction within the classroom enrich the learning environment and promote a continuity of instruction which results in higher student achievement. In recognition of the need for students to regularly attend school, the district's policy governing student absences is as follows.

Grades K-3

Students in grades K-3 shall not be absent, as defined in this policy more than 18 days. When a student has accumulated half of the allowable absences, his/her parent, guardian, or person in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student in grades K-3 exceeds 18 absences, the District may notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with more than 18 absences may be denied promotion at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

Grades 4-7

Students in grades 4-7 shall not be absent, as defined in this policy more than 8 days in a semester. When a student has 4 absences, his/her parent, guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student in grades 4-7 exceeds 8 absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with 8 absences in a course in a semester shall not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

Grades 8-12

Students in grades 8-12 shall not be absent, as defined in this policy more than 6 days in a semester. When a student has 3 absences, his/her parent, guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student in grades 8-12 exceeds 6 absences in a semester, the District shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with 6 absences in a course in a semester shall not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

All Students

It is the Arkansas General Assembly's intention that students having excessive absences due to illness, accident, or other unavoidable reason be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of allowable absences (unless unable to do so due to unforeseen circumstances), the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.⁴ Unless a student's excessive absence is due to an unforeseen circumstance, the District will not accept a doctor's note for a student's excessive absence.

Days missed due to in-school or out-of-school suspension shall not count toward the allowable number of days absent.

Additional Absences

Additional absences that are not charged against the allowable number of absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason:

1. To participate in an FFA, FHA, or 4-H sanctioned activity;
2. To participate in the election poll workers program for high school students;
3. To serve as a page for a member of the General Assembly;
4. 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; and
5. For purposes pre-approved by the school administration such as visiting prospective colleges, to obey a subpoena, or to attend at an appointment with a government agency;
6. Due to the student having been sent home from school due to illness.

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

Applicants for an instruction permit or for a driver's license by persons less than eighteen (18) years old on October 1 of any year are required to provide proof of a high school diploma or enrollment and regular attendance in an adult education program or a public, private, or parochial school prior to receiving an instruction permit. To be issued a driver's license, a student enrolled in school shall present proof of a "C" average for the previous semester or similar equivalent grading period for which grades are reported as part of the student's permanent record.

ATTENDANCE REQUIREMENTS FOR STUDENTS IN GRADES 9 - 12

Students in grades nine through twelve (9-12) are required to schedule and attend at least 360 minutes of regularly scheduled class time daily. Part of this requirement may be met by students taking post-secondary courses. Eligible students' enrollment and attendance at a post-secondary institution shall count toward the required weekly time of school attendance. Each credit hour shall count as three (3) hours of attendance time. This means a three (3) hour course shall count as nine (9) hours of the weekly required time of attendance.

Study Halls

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

Extracurricular Classes

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

Course Enrollment Outside of District

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

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

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

GRADING

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

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

The grading scale for all schools in the district shall be as follows.

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69-60

F = 59 and below

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for Advanced Placement (AP) and International Baccalaureate (IB), and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points. Weighted credit for AP and IB courses shall be allowed if the student completes the appropriate AP or IB course, completes the appropriate AP examination, and the teacher of the AP or IB course is appropriately licensed and trained.

Kindergarten student performance shall be evaluated based on achievement of specified grade level and developmentally appropriate skills as determined by approved district curriculum.

HOMEWORK

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course or courses from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one-half (1/2) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). The transcripts are to be received by the school within five (5) school or working days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities and/or graduation.

Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school. Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

ACADEMIC IMPROVEMENT PLANS AND REMEDIATION

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

In addition to the Benchmark Exam requirements, students who take a course requiring a general end-of-course (EOC) assessment must receive a score of proficient on the initial assessment or successfully participate in the AIP created for them to receive academic credit for the course and to be able to graduate. If the course is Algebra I, the student must take the high stakes EOC assessment and receive a score of passing on a subsequent assessment or receive a passing score on an alternative assessment as provided by law to be able to receive academic credit for the course and to be able to graduate.

Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

SPECIAL SERVICES

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

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

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

Parents or guardians who suspect that their child may qualify for special services due to a disability should contact the school principal (telephone numbers listed below) or the special services office at 501-767-8444.

Lake Hamilton Primary	767-9351
Lake Hamilton Elementary	767-8725
Lake Hamilton Intermediate	767-4111
Lake Hamilton Middle	767-3355
Lake Hamilton Junior High	767-2731
Lake Hamilton High School	767-9311

DISCIPLINARY CONSEQUENCES

Consequences for infractions of rules of conduct or violations of behavioral standards shall range from the minimum consequence of a verbal warning or reprimand to the maximum consequence of expulsion.

PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

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

SCHOOL LUNCH SUBSTITUTIONS

The district only provides substitute meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wishing to request such a dietary accommodation must submit a Certification of Disability for Special Dietary Needs Form completed by a licensed physician to the district's Director of Child Nutrition.

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

CLOSED CAMPUS

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

HOME SCHOOLING

Parents or legal guardians desiring to provide a home school for their children must give written notice to the Superintendent of their intent to do so and sign a waiver acknowledging that the State of Arkansas is not liable for the education of their children during the time the parents choose to home school. Notice shall be given:

1. At the beginning of each school year, but no later than August 15;
2. By December 15 for parents who decide to start home schooling at the beginning of the spring semester; or
3. Fourteen (14) calendar days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive unexcused absences) and at the beginning of each school year thereafter.

The parents or legal guardians shall deliver written notice in person to the Superintendent the first time such notice is given and the notice must include:

1. The name, date of birth, grade level, and the name and address of the school last attended, if any;
2. The location of the home school;
3. The basic core curriculum to be offered;
4. The proposed schedule of instruction; and
5. The qualifications of the parent-teacher.

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

GRADUATION REQUIREMENTS FOR THE OF CLASSES OF 2012 AND 2013

SMART CORE/CORE CURRICULUM

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a Smart Core Waiver Form to not participate. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. Students and parents will declare their intent to participate in either course of study prior to enrolling in the 7th grade. A Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. 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.

Smart Core Curriculum (22 units)

English - 4 units (years)

- English 9th grade 1 unit
- English 10th grade 1 unit
- English 11th grade 1 unit
- English 12th grade 1 unit

Oral Communications – ½ unit (1/2 year)

Mathematics - 4 units (years)

- Algebra I 1 unit
- Geometry 1 unit
- Algebra II 1 unit
- Choice of: Pre-Calculus w/Trigonometry, Discrete Math, Any math above Algebra II approved by ADE, or an Advanced Placement mathematics* 1 unit
- Comparable concurrent credit college courses may be substituted where applicable.

Natural Science - 3 units (years) with lab experience

- Physical Science 1 unit
- Biology 1 unit
- Choice of: Chemistry or Physics 1 unit

Social Studies - 3 units (years)

- Civics 1 unit OR ½ unit of Civics and ½ unit of American Government
- World History 1 unit
- U.S. History 1 unit

Physical Education – ½ unit (1/2 year)

Health and Safety – ½ unit (1/2 year)

Fine Arts – ½ unit (1/2 year)

Career Focus - 6 units All units in the career focus shall be established through guidance and counseling at the local level.

Comparable concurrent college credit courses may be substituted where applicable if approved by the high school principal.

*Lake Hamilton offers 1 unit of Algebra I at the 9th grade level and 1 unit of Geometry at the 10th grade level.

Total 22 Units

Core Curriculum (22 units)

English - 4 units (years)

- English 9th grade 1 unit
- English 10th grade 1 unit
- English 11th grade 1 unit
- English 12th grade 1 unit

Oral Communications – ½ unit (1/2 year)

Mathematics - 4 units (years)*

- Algebra I 1 unit
- Geometry 1 unit
- Algebraic Connections 1 unit
- Algebra II 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.

Science – 3 units (years)

- Biology 1 unit
- A Physical Science 1 unit
- Science elective 1 unit

Social Studies –3 units (years)

- Civics ½ unit OR American Government ½ unit
- World History 1 unit
- U.S. History 1 unit
- Social Studies elective ½ unit

Physical Education – ½ unit (1/2 year)

Health and Safety – ½ unit (1/2 year)

Fine Arts – ½ unit (1/2 year)

Career Focus - 6 units All units in the career focus shall be established through guidance and counseling at the local level.

Comparable concurrent college credit courses may be substituted where applicable if approved by the high school principal.

*Lake Hamilton offers 1 unit of Algebra I at the 9th grade level and 1 unit of Geometry at the 10th grade level.

Total 22 Units

GRADUATION REQUIREMENTS FOR THE OF CLASS OF 2014 AND THEREAFTER

SMART CORE/CORE CURRICULUM

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a Smart Core Waiver Form to not participate. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. Students and parents will declare their intent to participate in either course of study prior to enrolling in the 7th grade. A Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. 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.

Smart Core Curriculum (22 units)	Core Curriculum (22 units)
<p>English - 4 units</p> <ul style="list-style-type: none"> ▪ English 9th grade 1 unit ▪ English 10th grade 1 unit ▪ English 11th grade 1 unit ▪ English 12th grade 1 unit <p>Oral Communications – ½ unit</p> <p>Mathematics* - 4 units</p> <ul style="list-style-type: none"> ▪ Algebra I 1 unit ▪ Geometry 1 unit ▪ Algebra II 1 unit ▪ Choice of: Pre-Calculus w/Trigonometry, Discrete Math, Any math above Algebra II approved by ADE, or an Advanced Placement mathematics* 1 unit ▪ Comparable concurrent credit college courses may be substituted where applicable. <p>Natural Science - 3 units with lab experience</p> <ul style="list-style-type: none"> ▪ Physical Science 1 unit ▪ Biology 1 unit ▪ Choice of: Chemistry or Physics 1 unit <p>Social Studies - 3 units</p> <ul style="list-style-type: none"> ▪ Civics ½ unit ▪ World History 1 unit ▪ U.S. History 1 unit ▪ Economics ½ unit <p>Physical Education – ½ unit</p> <p>Health and Safety – ½ unit</p> <p>Fine Arts – ½ unit</p> <p>Career Focus - 6 units All units in the career focus shall be established through guidance and counseling at the local level. Comparable concurrent college credit courses may be substituted where applicable if approved by the high school principal. *1 unit of Algebra I at the 9th grade level and 1 unit of Geometry at the 10th grade level is offered</p> <p>Total 22 Units</p>	<p>English - 4 units</p> <ul style="list-style-type: none"> ▪ English 9th grade 1 unit ▪ English 10th grade 1 unit ▪ English 11th grade 1 unit ▪ English 12th grade 1 unit <p>Oral Communications – ½ unit</p> <p>Mathematics* - 4 units</p> <ul style="list-style-type: none"> ▪ Algebra I 1 unit ▪ Geometry 1 unit ▪ Algebraic Connections 1 unit ▪ Algebra II 1 unit ▪ All math units must build on the base of algebra and geometry knowledge and skills. <p>Science – 3 units</p> <ul style="list-style-type: none"> ▪ Biology 1 unit ▪ A Physical Science 1 unit ▪ Science elective 1 unit <p>Social Studies –3 units</p> <ul style="list-style-type: none"> ▪ Civics ½ unit ▪ World History 1 unit ▪ U.S. History 1 unit ▪ Economics ½ unit <p>Physical Education – ½ unit</p> <p>Health and Safety – ½ unit</p> <p>Fine Arts – ½ unit</p> <p>Career Focus - 6 units All units in the career focus shall be established through guidance and counseling at the local level. Comparable concurrent college credit courses may be substituted where applicable if approved by the high school principal.</p> <p>* 1 unit of Algebra I at the 9th grade level and 1 unit of Geometry at the 10th grade level is offered.</p> <p>Total 22 Units</p>

PARENTAL/COMMUNITY INVOLVEMENT

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

1. Involve parents and the community in the development of the long range planning of district;
2. Give the schools in the district the support necessary to enable them to plan and implement effective parental involvement activities;
3. Have a coordinated involvement program where the involvement activities of the district enhance the involvement strategies of other programs such as Head Start, Career Action Planning for Students (CAPS), Parent Awareness and Community Education (PACE), Civic and Community partnerships with various organizations and collaboration with various local, county and state agencies *Prevention Resource Center Garland Co. Region 8 Committee, Garland Co. Networking Committee and Partner with NPCC for Orientation;*
4. Explain to parents and the community the State's content and achievement standard, State and local student assessments and how the district's curriculum is aligned with the assessments and how parents can work with the district to improve their child's academic achievement;
5. Provide parents with the materials and training they need to be better able to help their child achieve. The district may use parent resource centers or other community based organizations to foster parental involvement and provide literacy and technology training to parents;
6. Educate district staff, with the assistance of parents, in ways to work and communicate with parents and to know how to implement parent involvement programs that will promote positive partnerships between the school and parents;
7. Keep parents informed about parental involvement programs, meetings, and other activities they could be involved in. Such communication shall be, to the extent practicable, in a language the parents can understand;
8. Find ways to eliminate barriers that work to keep parents from being involved in their child's education. This may include arranging meetings at a variety of times, and being creative with parent/teacher conferences;
9. Find and modify other successful parent and community involvement programs to suit the needs of our district;
10. Train parents to enhance and promote the involvement of other parents;

Provide reasonable support for other parental involvement activities as parents may reasonably request.

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

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

PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

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

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

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

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

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

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

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

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

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

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

Unless the parent or guardian of a student (or student, if above the age of eighteen (18) objects, directory information about a student may be made available to the public, military recruiters, post secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor role (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

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

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

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

SCHOOL CHOICE

Standard School Choice

The superintendent will consider all applications for School Choice postmarked not later than the July 1 preceding the fall semester the applicant would begin school in the District. The superintendent shall notify the parent or guardian and the student's resident district, in writing, of the decision to accept or reject the application within 30 days of its receipt of the application.

The District shall advertise in appropriate print and broadcast media to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline and the requirements and procedure for participation in the program. Such pronouncements shall be made in the spring, but in no case later than June first.

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

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

The Board of Directors reserves the right, after a hearing before the board, not to allow any person who is currently under expulsion from another district to enroll in a District school.

Students admitted under this policy shall be entitled to continued enrollment until they graduate or are no longer eligible for enrollment in the District's schools. Any student admitted to this district under the provisions of this policy who chooses to return to his/her resident district during the school year voids the transfer and must reapply for a school choice admission if desiring to return to this district in the future.

Opportunity School Choice

Unless there is a lack of capacity at the District's school or the transfer conflicts with a federal desegregation order applicable to the District, a student who is eligible for transfer from a school identified under A.C.A. § 6-15-2103(c)(1) may enroll in a District school that has a performance category level 3 or higher as defined by A.C.A. § 6-15-2103(a) provided the student's parent or guardian, or the student if over the age of eighteen (18), has successfully completed the necessary application process by July 30 preceding the year of desired enrollment.

For the purposes of this policy, a "lack of capacity" is defined as when the school district has reached the maximum student-to-teacher ratio allowed under federal or state law, the Rules for the Standards of Accreditation, or other applicable rules.

A student's enrollment under the opportunity school choice provision is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. The District may provide transportation to and from the transferring district, but is not responsible for the cost of transporting the student if the student lives outside the District.

CONTACT WITH STUDENTS WHILE AT SCHOOL

Contact By Parents

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

Contact By Non-Custodial Parents

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

Unless prior arrangements have been made with the school's principal, Arkansas law provides that the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation.

Contact By Law Enforcement, Social Services, Or By Court Order

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

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

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

to get a message to the parent to call the principal or designee, and leave both a day and an after hours telephone number.

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Lake Hamilton School District shall, on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District.

Notice of Non-Discrimination

Lake Hamilton School District complies with federal requirements required by Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972 and §504 of the Rehabilitation Act of 1973, which state that, "no person in the United States shall, on the grounds of race, color, national origin, sex, age or handicap be excluded from participation or be denied the benefits of, or be subject to, discrimination under any program or activities receiving federal financial assistance."

No student in the Lake Hamilton School District shall, on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District.

Discriminatory student behavior will not be tolerated. Discrimination may be based on race, ethnicity, religion, culture, gender, sexual orientation, age or disability. Students engaging in or promoting such behavior will be subject to disciplinary consequences.

District Equity Coordinator Information

Shawn Higginbotham, Associate Superintendent
Finance and Personnel Office
Lake Hamilton Schools
205 Wolf Street
Percy, AR 71964
501-767-2306

PERMANENT RECORDS

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

HOMELESS STUDENTS

The Lake Hamilton School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational liaison for homeless children and youth whose responsibilities shall include coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.

Notwithstanding other residency requirements, homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with residency requirements the child shall be immediately admitted to the school in which enrollment is

sought pending resolution of the dispute. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.

The District shall act, according to the best interests of a homeless child and to the extent feasible do one of the following. (For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled.)

1. continue educating the child who becomes homeless between academic years or during an academic year in their school of origin for the duration of their homelessness;
2. continue educating the child in his/her school of origin who becomes permanently housed during an academic year for the remainder of the academic year; or
3. enroll the homeless child in the school appropriate for the attendance zone where the child lives.

If the District elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the District shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.

In any instance where the child is unaccompanied by a parent or guardian, the District's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The Liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.

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

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

(a) are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

(b) have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

(c) are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and includes

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

FOSTER CHILDREN

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

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

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise, ensure that the foster child remains in his/her current school, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

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

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

Any coursework completed by the foster child prior to a school enrollment change shall be accepted as academic credit so long as the child has satisfactorily completed the appropriate academic placement assessment.

If a foster child was enrolled in a District school immediately prior to completing his/her graduation requirements while detained in a juvenile detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma.

PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

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

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

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