

**2025-2027
STUDENT
HANDBOOK**

**Arkansas School for
the Deaf and Blind**



Arkansas School for the Deaf and Blind
Student Handbook
2025-2027 Academic Years

Welcome Message

Welcome to the Arkansas School for the Deaf and Blind! We are committed to providing a safe, inclusive, and enriching learning environment for all students. This handbook outlines our policies, expectations, and available resources to ensure a successful academic year.

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1. General Information

- **School Hours:** 7:45 AM – 3:30 PM (Monday–Thursday) 7:45AM-1:30PM (Friday)
- **Campus Address:** 2400 W Markham St
- **Contact:** Deaf Department 501-324-9506 & Blind Department 501-296-1810
- **School Website:** [Arkansas School for the Deaf and Blind - Homepage](#)
- **Academic Calendar:** [2026-2027 Academic Calendar](#)

Mission Statement:

At the Arkansas School for the Deaf and Blind, our mission is to empower students with the tools, confidence, and support to grow into independent, capable adults. We are committed to providing a student-centered education that recognizes and nurtures each learner's unique strengths, interests, and potential. Through specialized instruction, individualized support, and a strong community, we prepare our students for lifelong success.

Vision Statement:

The Arkansas School for the Deaf and Blind envisions a future where every student confidently navigates life with purpose, independence, and pride. We strive to be a national leader in accessible, specialized education; where all learners are equipped to define and achieve their own version of success, contribute meaningfully to their communities, and live fulfilling lives beyond school.

Core Values

At the school, we believe in:

P-Professionalism	We act with integrity, stay current in our fields, and strive for excellence. We maintain a positive image and do what is right for each other and our students.
R – Respect	We value all individuals, embracing diverse cultures, languages, abilities, and opinions. We remain kind and professional, even during disagreements.
I – Inclusion	We create a safe, accessible, and welcoming environment where every student and staff member feels seen, heard, and valued.
D – Determination	We believe in the potential of every student and support their growth, independence, and success through resilience and high expectations.
E – Empowerment	We uplift student voice and choice, promote open communication, and collaborate across roles to help each other thrive.

Bill of Rights for Children with Visual Impairments

1. Children with all levels of visual impairment (including those with multiple disabilities and those who are DeafBlind) have a right to early intervention/instruction provided by highly trained and qualified teachers of students with visual impairment and certified orientation and mobility specialists, that is timely, ambitious, and results in the highest possible achievement for each child.
2. Children with visual impairment have the right to a functional vision evaluation and a learning media assessment by highly trained and qualified teachers of students with visual impairment to determine appropriate services following the initial clinical eye exam.
3. Parents/guardians of children with visual impairment have the right to assistance in interpreting the educational implications of the diagnosed visual impairment that is provided by highly trained and qualified teachers of students with visual impairment and certified mobility specialists and the right to seek assistance from regional/national agencies (including consumer advocacy organizations) that can help them make informed decisions on behalf of their child.

4. As required in the Individuals with Disabilities Education Act “in the case of a child who is blind or visually impaired, the Individualized Education Program (IEP) Team must provide for instruction in braille and the use of braille unless the IEP Team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in braille or the use of braille), that instruction in braille or the use of braille is not appropriate for the child.” Appropriate reading and writing media are determined by conducting a learning media assessment.
5. Children and families have the right to be fully informed about the “**Expanded Core Curriculum**” of skills unique to students with visual impairment, which includes: compensatory skills, orientation and mobility, social interaction skills, independent living skills, recreation and leisure skills, career education, assistive technology, sensory efficiency skills, and self-determination.
6. Children have the right to assessment and instruction, in school and in their communities, in every area of the **Expanded Core Curriculum** that is deemed appropriate by the educational team and includes the parents/guardians as the primary decision makers and includes the student when appropriate. The **Expanded Core Curriculum** is equal in importance to the standard academic curriculum and will not be overlooked in the educational plan.
7. Children have the right to receive school materials that are accessible, in the preferred format and at the same time as their sighted peers. Children have an absolute right to testing procedures and instruments that are fair and accessible, that take into consideration the results of the functional vision evaluation, and include all accommodations identified in the IEP.
8. It is the right of children and families for a full range of educational placement settings to be discussed at IEP meetings, including the variety of unique programs and options offered in specialized schools/services for children who are visually impaired. A specialized school may offer the best opportunity for achievement and be the “least restrictive environment” for some children
9. All children with visual impairment have the right to teams that enthusiastically assist them in preparing for transition to independence and adulthood.
10. Children with visual impairment, including those with multiple disabilities and DeafBlindness, have the right to be perceived and treated as equal, active, and contributing members of their communities, classrooms, and schools. As with all children, their engagement through belonging increases the collective value of each setting within which they participate.

Bill of Rights for Deaf and Hard of Hearing Children

1. Deaf children are born with the same ability to acquire language as any other children and deserve the same chance to acquire language.
2. Deaf children have the right and the capacity to be educated, to graduate high school, to obtain further education, and to pursue a career.
3. To achieve this essential goal, all families of deaf children have the right to appropriate early intervention services as well as quality family educational services. These families have the right to accurate and comprehensive information, including access to state resources to help their deaf children reach their full potential.
4. Deaf children have the right to acquire both English and American Sign Language (a natural visual language). Deaf children can acquire both of these languages simultaneously, with the support of intervention services prior to entering school and reinforced within the school system.
5. Deaf children can fully access education and society. This means every deaf child must have full access to all information, specialized personnel, school programs, social activities, and extra-curricular activities. Communication skills and/or modes by themselves do not equate to language proficiency.
6. Deaf children have the right to qualified professionals proficient in developing the child's acquisition of language throughout the early intervention and school years. To ensure this right is fully protected, deaf children must be assessed on a regular basis by qualified language acquisition professionals.
7. Deaf children require settings that utilize a critical mass of language peers to ensure age-appropriate development of learning, emotional and social skills. Deaf children require interaction with deaf adult role models to internalize their self-worth and visualize their potential.
8. Deaf children have the right to succeed.

2. Roles and Responsibilities

In order to operate successfully within our school, each person has a responsibility to support and function properly within the organization. Each stakeholder role is provided with responsibilities defined below:

Students

- Attend school regularly and arrive on time.
- Follow school rules and the student code of conduct.
- Show respect for peers, staff, and property.
- Participate actively in learning and extracurricular activities.
- Communicate needs and concerns to appropriate staff.

Parents/Guardians

- Ensure consistent attendance and timely arrival of their child.
- Stay informed through school communications and participate in conferences.
- Support academic and behavioral expectations set by the school.
- Notify the school of changes in contact, health, or legal status.
- Collaborate with school staff to support their child's education and well-being.

Teachers

- Provide high-quality, differentiated instruction.
- Communicate regularly with parents about student progress.
- Maintain classroom discipline in accordance with school policy.
- Support the IEP goals of students with disabilities through instruction and accommodation.
- Create a safe, inclusive, and engaging classroom environment.
- Collaborate with paraprofessionals and support staff for student success.

Related Service Staff

- Deliver specialized services such as speech therapy, occupational therapy, physical therapy, psychological services, and orientation & mobility.
- Collaborate with teachers, paraprofessionals, and families to support student goals outlined in the IEP.
- Maintain documentation of services provided and progress made.
- Participate in IEP meetings and help assess student needs.
- Provide support in both classroom and individual settings to enhance educational outcomes.

Paraprofessionals

- Assist teachers in classroom management and instruction.
- Support students with academic and behavioral needs.

- Implement IEP accommodations and modifications.
- Supervise students during transitions and non-instructional periods.
- Communicate effectively with teachers and school staff to enhance learning.

Residential Advisors (RAs)

- Supervise students in the dormitories and enforce residential policies.
- Promote a positive and respectful living environment.
- Monitor students' health, safety, and emotional well-being during non-school hours.
- Report behavioral or safety concerns to appropriate staff.
- Encourage student participation in evening and weekend activities.

Principals

- Lead instructional staff and guide school-wide academic goals.
- Ensure consistent implementation of curriculum and instructional strategies.
- Evaluate teacher performance and provide feedback and support.
- Facilitate professional development for educational staff.
- Address academic and behavioral issues within the school setting.

Residential Supervisors

- Lead residential staff and manage daily dormitory operations.
- Promote a safe, nurturing, and structured living environment.
- Supervise Residential Advisors and support student wellness in residential life.
- Communicate with families regarding residential matters.
- Coordinate with other departments for student support and safety.
- Ensure consistent application of school policies.
- Support staff development and performance.
- Coordinate communication between school, families, and community partners.
- Respond to student, parent, and staff concerns in a timely manner.

Nursing Staff

- Manage student medication and provide first aid as needed.
- Maintain up-to-date health records and immunization compliance.
- Communicate health concerns to parents and staff.
- Provide health education and promote wellness.
- Respond to medical emergencies according to protocol.

Transportation Staff

- Safely transport students to and from school and school-related events.
- Maintain order and enforce safety rules on the bus.
- Communicate effectively with school and parents about delays or issues.
- Conduct regular vehicle maintenance and safety checks.

Superintendent

- Oversee all school operations and ensure compliance with education laws.
- Support strategic planning and school improvement initiatives.
- Serve as a liaison between the Board of Trustees, Department of Education, and school staff.
- Lead district-wide communication and stakeholder engagement.

Board of Trustees

- Establish school policies and oversee fiscal accountability.
- Support the vision and mission of the Arkansas School for the Deaf and Blind.
- Monitor performance data and school improvement plans.
- Advocate students' needs at the state and local levels.

Communication Protocol

If a student, parent, or staff member has a concern or issue, it should be addressed through the following chain of communication, following the order listed until resolution is achieved:

1. **Student/Staff Member** – Begin by addressing the issue with the party involved directly when appropriate.
2. **Teacher, Paraprofessional, Residential Advisor or Related Services Staff** – For academic, behavioral, or dormitory concerns, contact the staff member directly responsible.
3. **Special Education Supervisor or Counselor** – If the issue pertains to special education services or student well-being, contact the appropriate staff member.
4. **Health Services** – If the issue pertains to student health or medication.
5. **Transportation Services** – If the issue pertains to student transportation.
6. **Principal or Service Supervisor** – If the issue is not resolved at the staff level, escalate to the supervising administrator.
7. **Superintendent** – If no resolution is found at the administrative level, the superintendent may intervene.
8. **Board of Trustees** – As a final step, concerns unresolved at all prior levels may be brought to the attention of the Board.

At all stages, concerns should be communicated respectfully and clearly, and documentation should be maintained to support resolution efforts.

3. Admissions and Attendance

[Admissions Process](#)

[Attendance and Tardiness Policy](#)

4. Academics

Curriculum Statement

The Arkansas School for the Deaf and Blind provides a comprehensive, inclusive curriculum that meets the diverse needs of our learners. We deliver instruction aligned with grade-level academic standards while integrating specialized strategies and resources to support students who are Deaf, Hard of Hearing, Blind, Visually Impaired, or Deafblind.

Our curriculum is designed to ensure access to rigorous academic content alongside targeted instruction in the Expanded Core Curriculum (ECC) and Deaf/Hard of Hearing Expanded Curriculum, which address essential skills beyond traditional academics. These include communication, self-advocacy, orientation and mobility, independent living, career readiness, and social-emotional development.

Off-Campus Activity Statement

As part of our commitment to preparing students for successful, independent lives, the school is planning a variety of off-campus activities designed to expose students to real-world work experiences, encourage independence, and promote healthy recreation and social engagement.

Extracurricular Participation Statement

Participation in extracurricular activities including but not limited to sports, clubs, and special experiences is an important part of student life at the school. These activities provide opportunities for growth, connection, and personal development beyond the classroom.

Student involvement in extracurriculars is a privilege and is contingent upon maintaining satisfactory academic performance, appropriate behavior, and meeting expectations set

forth by school staff. Final decisions regarding participation are subject to administrative discretion.

Grading Policy:

Make-up Work Policy for K-12 Students

In accordance with our commitment to student success and continued learning, the following guidelines are established for make-up work after excused absences:

K-6 Students:

Make-up work for K-6 students will focus on previously taught concepts that the student was exposed to prior to the absence. This ensures that students do not miss out on essential foundational knowledge. All make-up work for excused absences should be completed within two weeks of the absence date.

7-12 Students:

For students in grades 7-12, make-up work will include any assignments or lessons missed during the absence. It is the student's responsibility to arrange for any additional support needed from their teachers during their WIN (What I Need) time or before/after school. Make-up work must be completed within two weeks of the date of absence.

Extended Absences (K-12):

For extended absences, students and parents should meet with the school principal and the Special Education Supervisor to discuss and ensure continuity of services, as well as the student's academic progress during the absence.

These guidelines are designed to support students in maintaining their academic progress while providing reasonable accommodation for missed work.

Homework Policy for K-12 Students

K-6 Students:

The purpose of homework for K-6 students is to reinforce learning and build essential skills at home. The homework expectations are as follows:

- **Reading:** Students are expected to read each night to develop their reading skills and foster a love for books. This can include a variety of reading materials such as books, stories, or articles.
- **Review of Previously Taught Skills:** Each night, students will complete a brief review of skills that have already been taught in class to ensure retention and understanding.
- **Language Activity:** Every week, students will complete a language activity with a family member to support their language development. This could include activities such as discussing a book, practicing vocabulary, or engaging in creative writing exercises.

7-12 Students:

For students in grades 7-12, homework may vary based on individual class needs and the teacher's expectations. Homework assignments may include, but are not limited to:

- Writing Assignments
- Video Assignments
- Language Tasks
- Projects and Research Assignments

These assignments should be completed and returned to the teacher by the next school day unless otherwise specified.

Each teacher will develop and communicate their specific homework expectations, which will be shared with families at the beginning of the school year. This ensures that all students and families are aware of the assignments and due dates.

This homework policy is designed to help students reinforce classroom learning, promote family engagement, and support academic success.

Standards-Based Grading (Kindergarten–6th)

At the Arkansas School for the Deaf and Blind, students in grades K–6 are assessed using a standards-based grading system. This approach focuses on students' progress toward specific academic standards rather than traditional letter grades.

Standards-based grading provides clear, consistent feedback on what students know and are able to do in each subject area. It helps teachers tailor instruction to individual needs and allows families to better understand their child's strengths and areas for growth.

This system supports a growth mindset, encourages mastery of essential skills, and ensures alignment with Arkansas State Standards. Student progress is reported using a scale that reflects the level of understanding and proficiency for each standard.

Grading and GPA Statement (Grades 7–12)

At the Arkansas School for the Deaf and Blind students in grades 7–12 are assessed using a traditional letter grading system. This system provides a clear reflection of student performance in each subject and supports the development of academic responsibility and accountability.

Letter grades are assigned based on the following scale:

A (90–100) | **B** (80–89) | **C** (70–79) | **D** (60–69) | **F** (59 and below)

Grades earned in high school courses, typically taken in grades 9–12 but occasionally earlier, contribute to a student's cumulative Grade Point Average (GPA). GPA plays a critical role in college admissions, scholarships, and post-secondary opportunities.

Our grading system is designed to provide meaningful feedback, recognize academic achievement, and prepare students for future success.

Promotion and Retention Statement

At the Arkansas School for the Deaf and Blind, we believe that student promotion and retention decisions should be made with careful consideration of the individual needs of each child.

Retention is not taken lightly and will only be considered when it is in the best interest of the student's academic, social, and emotional growth. Any decision regarding retention will occur through an Individualized Education Plan (IEP) Meeting, where the appropriate educational team will be present to ensure a collaborative, informed decision.

Students will only be retained when there is a clear consensus from the team that additional time at the current grade level will support long-term success. Our goal is to provide each student with the support they need to grow and thrive in their educational journey.

5. Extra-Curricular Activities (Athletics and Clubs)

At Arkansas School for the Deaf and Blind, we believe that extracurricular activities and athletics are valuable extensions of the classroom experience. These opportunities support student development, teamwork, leadership, and school pride.

Extracurricular activities and clubs are available to all students in grades K–12. However, participation in competitive sports is limited to students in grades 7–12, in alignment with the Arkansas Activities Association regulations.

Participation in any extracurricular or athletic activity is a privilege, not a right. Students must maintain good academic standing, demonstrate positive behavior, and represent the school with integrity and respect.

To support balance and commitment, students are allowed to participate in no more than two extracurricular or athletic activities per season. Exceptions may be made at the discretion of administration for off-season events such as state championships, all-star games, and similar opportunities.

6. Student Conduct & Discipline

Our school community is grounded in the core values of **ROAR** (**R**esponsibility, **O**rganization, **A**chievement, and **R**espect). All student expectations, rules, and discipline procedures are rooted in these principles to promote a safe, supportive, and productive learning environment.

Core Values

- **R-Responsibility:** Students are expected to take ownership of their actions, complete tasks on time, and make choices that reflect integrity and accountability.
- **O-Organization:** Students are expected to come to school and class prepared to learn, manage their time effectively, and maintain materials and assignments in an orderly fashion.
- **A-Achievement:** Students are encouraged to put forth their best effort, strive for personal and academic growth, and seek help when needed.

- **R-Respect:** Students must demonstrate respect for themselves, their peers, teachers, school property, and the learning environment at all times.

Schoolwide Expectations

While all teachers will develop and communicate specific classroom rules aligned with these values during the first week of school, the following expectations apply schoolwide:

- Follow all school rules and directions from staff members promptly.
- Treat all members of the school community with kindness and consideration.
- Maintain a safe and clean environment.
- Always use appropriate language and behavior.
- Arrive on time and prepared for all classes.

Discipline Guidelines

Behavioral issues will be addressed promptly and fairly, with a focus on correcting actions and promoting responsibility. The school uses a tiered system to address infractions based on severity.

Minor Incidences

Minor infractions are typically handled at the classroom level and may include:

- Talking out of turn
- Not being prepared for class
- Disrupting the learning environment
- Not following directions
- Being tardy to class
- Using personal electronic devices without permission
- Minor acts of disrespect or inappropriate language

Consequences for Minor Incidences May Include:

- Verbal warning or redirection by teacher
- Teacher-student conference
- Loss of classroom privileges
- Alternate activity during recess
- Parent contact or conference by teacher

- Written reflection or behavior contract

Major Incidences

Major infractions are more serious and may require administrative intervention. These include, but are not limited to:

- Repeated minor infractions
- Threats or acts of violence
- Bullying, harassment, or discrimination
- Theft or vandalism
- Possession or use of drugs, alcohol, tobacco, or weapons
- Academic dishonesty (e.g., cheating, plagiarism)
- Leaving school grounds without permission
- Insubordination or defiance of staff
- Use of profanity or hate speech

Consequences for Major Incidences May Include:

- Any consequences listed for minor incidents
- Referral to administration
- Parent conference with administration
- In-school or out-of-school suspension
- Detention assigned by administration
- Referral to appropriate law enforcement or authorities
- Referral to home school district for expulsion (in consultation with superintendent and Board)
- Any additional consequences as determined by the school administration

Progressive Discipline

Discipline will be administered using a progressive approach, meaning that repeated or escalating behaviors will result in more significant consequences. School staff and administration reserve the right to modify consequences based on the nature, frequency, and severity of the behavior. Factors considered include student intent, impact on others, previous behavior history, and context of the incident. The goal is always to correct behavior, support student growth, and maintain a safe and respectful learning environment.

Positive Reinforcement

In addition to addressing inappropriate behavior, our school believes in the power of positive reinforcement. Students are recognized and rewarded for exhibiting the core values in the following ways:

- **Classroom Rewards:** Teachers will implement individual and group reward systems in their classrooms to celebrate positive behavior, effort, and achievement.
- **Schoolwide ROAR Store:** Students can earn ROAR bucks for demonstrating Responsibility, Organization, Achievement, and Respect. ROAR bucks may be redeemed at the ROAR Store for various prizes and privileges. This system reinforces positive behavior and creates a school culture that celebrates student success.

Bell-to-Bell, No Cell Policy

- [Bell-to-Bell, No Cell Policy](#)

7. Health & Safety

Medication Administration Policy for PK-12 Students

At our school, the health and safety of our students is our top priority. To ensure the proper administration of medications, the following guidelines must be followed:

- **Prescription Medications:** All medications must be prescribed by a licensed healthcare provider, and the prescription must include detailed instructions such as the times, doses, and manner of administration. A Physician's Order is required for all medications administered at school, and medications must be brought in original packaging/bottle.
- **Administration by Trained Professionals:** Medications may be administered by trained professionals on our staff, in accordance with the Arkansas School Nurses Guidelines, to ensure that all students receive the proper care and attention.

- **Changes in Medications:** Any changes to a student's medication regimen, including dosage or frequency, must be communicated directly with our RN Supervisor to ensure accurate and safe administration.

These protocols are in place to support the health and well-being of all students while maintaining strict adherence to legal and medical standards for medication administration.

Self-Administration of Medication Policy

Students who are nearing independence may be given the opportunity to self-administer their medication, provided that this is in accordance with their doctor's orders. The decision to allow a student to self-administer medication will be made on a case-by-case basis, ensuring the student is capable of managing their medication responsibly and safely. All self-administration must be clearly outlined in the students' medical plan, which includes specific instructions from the prescribing doctor.

Parents and guardians must provide written consent for their child to self-administer medication. Additionally, the doctor must sign off on the student's ability to independently administer the prescribed medication, and the RN Supervisor must also be notified and approve of the arrangement.

Linked is the [Self-Administration Medication Consent Form](#), which must be completed by the parent, doctor, and RN Supervisor.

Visit to the Nurse Practitioner Policy

Students at our school have access to the Nurse Practitioner (NP) for any illness or injury that occurs during the school day, which may need to be evaluated by a doctor on a non-emergency basis and does not require a visit to the child's Primary Care Physician (PCP). If a parent provides consent for their child to access the NP, the NP reserves the right to refer the student to their PCP or emergency care if necessary.

The NP is authorized to prescribe basic medications as appropriate and will communicate directly with parents or guardians regarding any health concerns or recommendations. This policy ensures that students receive timely and effective care while maintaining open communication between the school and the family about their child's health.

Sick Students Attendance Policy

To ensure the health and safety of all students and staff, students who are ill should remain at home or, if they reside in the dormitory, return home as soon as possible. Symptoms such as fever, vomiting, diarrhea, persistent cough, contagious rashes, or other

signs of communicable illness are indicators that a student should not attend school or stay in the dormitory until they are symptom-free for at least 24 hours without the aid of medication.

For students living in the dormitory, parent pick-up may be required. If parents cannot pick up due to hardship, transportation home may be provided or arranged outside of the regular transportation schedule, depending on the availability of resources and staff. We appreciate the cooperation of families in ensuring students are picked up promptly when sick to protect the well-being of our campus community. Parents are responsible for transportation to and from any student healthcare appointments.

Emergency As-Needed Medication

In the event a student requires the administration of an emergency medication while at school, the School Infirmary staff will respond promptly, follow the student's individualized healthcare plan (IHP) or emergency action plan (EAP), notify appropriate emergency services if needed, and contact the parent/guardian. Following the administration of such medications, the student's condition and overall safety will be evaluated to determine whether they can remain at school or require further medical evaluation.

Administration:

- Only trained and authorized personnel shall administer emergency medications.
- Emergency medications shall be administered per standing orders, the student's physician orders, and IHP/EAP on file.
- 911 will be called if required by protocol or student condition. 2. Evaluation for Return to Class or Dismissal:
- Epinephrine (EpiPen):
 - Student may be transported to the Emergency Department or released to EMS, depending on student condition.
 - Student will not remain at school after EpiPen administration. Parents/Guardians will be notified of administration of medication and will need to be picked up from Infirmary.
- Seizure Rescue Medication:
 - If 911 is called and/or the student does not return to their baseline status, the student will be transported to the Emergency Department or sent home with a parent/guardian.
 - If the seizure is brief, expected, and the student returns to baseline with no additional concerns, the nurse will consult with the parent/guardian and physician orders to determine if the student can remain at school.

- If a student has more than one seizure within a 24-hour period, the student may be sent home for closer monitoring.
- Hydrocortisone Injection (e.g., for adrenal insufficiency):
 - Students will typically be sent to the Emergency Department via EMS due to potential for adrenal crisis, unless otherwise discussed with parents/guardians.
 - Students will not remain at school after receiving hydrocortisone injection.

Return to School:

- A written clearance from a healthcare provider may be required prior to the student returning to school, depending on the nature of the emergency.
- An updated IHP or EAP may be requested following significant changes or events.

Mental Health:

- [Comprehensive School Counseling Plan](#)

Safety

Badges

All staff and visitors must wear identification badges while on campus for safety and security purposes. Staff badges must be clearly visible at all times, and visitors will be issued a temporary badge upon arrival, which must be returned when leaving the premises. All students in grades 7-12 are also expected to wear their ID badges throughout the school day. This ensures that all individuals on campus are properly identified and helps maintain a secure environment.

Check-in/Check-out Procedure

Students who need to leave campus during school hours must check out through the main office. Parents or guardians must provide written permission for their child to leave. Upon returning, students must check back in at the office to ensure accurate attendance records. This procedure ensures that all students are accounted for and allows for the safe management of student departures and arrivals.

Students who are over the age of majority will be eligible to check themselves out. Attendance policies will apply per absence.

Students will only be released to identified parents/guardians, and any custodial changes through the court systems should be provided immediately to the building administrator.

Student Vehicles

Students who drive to school must register their vehicles with the school office. A valid parking permit will be issued and must be displayed at all times while parked on campus. Students are expected to follow all parking regulations and drive safely. The school reserves the right to inspect student vehicles if there is reason to believe that they may be in violation of school policies.

Emergency Drills

Our school conducts regular emergency drills, including fire, tornado, and lockdown drills, to ensure the safety of all students and staff. These drills are an essential part of our safety protocols and provide practice for responding to potential emergencies. It is important for all students and staff to follow instructions quickly and calmly during these drills to ensure everyone's safety.

Drug Free/Tobacco Free/Search and Seizures

Our school maintains a strict policy of being drug-free and tobacco-free. The use, possession, or distribution of drugs, alcohol, or tobacco products on school grounds is prohibited. The school also reserves the right to search students' personal belongings, lockers, and vehicles when there is reasonable suspicion of policy violations. These measures ensure a safe and healthy learning environment for all students.

Video Observation

To enhance safety and security, video cameras are used in common areas of the school campus, including hallways and parking lots. These cameras are in place to monitor behavior and help protect students and staff. Footage is reviewed only when necessary and will not be used in violation of privacy. The school respects the privacy of individuals while maintaining a secure environment.

Reporting Procedures

Bullying

Any student who experiences or witnesses bullying is encouraged to report it to a trusted adult immediately. The school takes all reports of bullying seriously and will investigate all allegations to ensure that students feel safe and supported. Students can report bullying anonymously if preferred, and the school will follow up with appropriate actions as outlined in the district's anti-bullying policy.

Child Maltreatment

In accordance with state law, all school staff members are mandatory reporters of suspected child maltreatment. If a staff member suspects that a student is being abused or neglected, they will immediately report the concern to the appropriate authorities. This ensures that students are protected and that any signs of maltreatment are properly addressed in a timely manner.

8. Transportation

Day Students

- **Special Day School Attendance**
Students residing within a 50-mile radius of the school are designated as “Special Day School” students and attend based on this classification.
- **Transportation Provision**
Transportation for these students is provided through a collaborative effort between the student’s district of residence, the school, and the student’s parents or guardians.
- **Transportation Plan Adjustments**
Transportation arrangements are initially determined during the enrollment process. However, these plans may be reviewed and adjusted as necessary through the Individualized Education Program (IEP) process to meet the specific needs of each student.

Dorm Students

- **Residential School Attendance**
Students residing outside of a 50-mile radius of the school are classified as “Residential School” students and attend based on this designation.
- **Weekly Transportation Provision**
The school provides transportation for residential students on a weekly basis. The transportation schedule below is determined by the academic calendar:
- **Pick-up:** Sunday or Monday afternoons

- **Return:** Thursday or Friday afternoons
- **Pick-up and Drop-off Locations**
Pick-up and drop-off points are coordinated with the student's parents or guardians. These locations will be within 30 miles of the student's home address to ensure convenient and accessible transportation for families.

Extracurricular Activities

- The Student Code of Conduct applies during travel to and from school activities.
- Misbehavior while commuting (e.g., fighting, property damage) may result in:
 - Disciplinary action by the school
 - Involvement of local law enforcement, if applicable

Bus Rules

- Students must stand 10 feet back from the bus until the door opens.
- No playing on the highway or road while waiting.
- Students may only board or exit at their assigned destination.
- Enter and exit the bus in an orderly manner without delay.
- Follow all directions from bus staff at all times.
 - Failure to comply may result in temporary suspension from bus privileges.
- Remain reasonably quiet and avoid distracting the driver.
- Stay seated while the bus is in motion.
- Keep hands, arms, heads, and other body parts inside the bus at all times.
- Do not tamper with any safety devices.
- Do not damage the bus or leave trash behind.
- No eating, food throwing, or carrying sharp objects onto the bus.
- No throwing objects in or out of the bus.
- No horseplay, such as racing, grabbing, or physical joking.
- Remain on the bus until directed to unload by a staff member.
- When crossing the road after exiting:
 - Walk to a point 10 feet ahead on the shoulder
 - Cross only when signaled by the bus driver or aide

Public Transport

Students are free to use public transportation to travel to and from the school. However, arrangements must be made by the student and their family. The school is not responsible for coordinating public transit. Any missed school due to public transportation issues will be considered an unexcused absence.

Missed Bus Procedure

If a residential student misses the scheduled bus provided by the school, it is the responsibility of the parent or guardian to arrange alternative transportation to or from school. The school does not provide additional trips outside the regular transportation schedule due to unexcused reasons for missing pick up.

However, if a residential student misses the bus due to an excused absence, the family must contact the school Transportation Department as soon as possible to inform the school and the school will work with the parent or guardian to arrange transportation for the students return.

If a day student misses their district-provided school bus, it is the responsibility of the parent or guardian to transport the student to the school. The school does not provide local transportation for day students. Missed buses that result in absences will be considered unexcused unless the absence meets criteria for an excused absence and proper notification is provided to the school.

Failure to follow these steps may result in unexcused absences.

9. Technology Use

- **Acceptable Use Policy:** Students must use technology responsibly and follow school cybersecurity guidelines.
- **Device Guidelines:** Personal electronic devices may have restricted usage on campus.

10. Residential Life

- [Residential Life Handbook](#)

11. Parent & Community Engagement

- [Parent & Family Engagement Plan](#)

12. Important Contacts and Communication Protocol

- **Principal:**
 - Lori Cole – lori.cole@ade.arkansas.gov
 - KaAnn Varner – kaann.varner@ade.arkansas.gov
- **Counseling Office:**
 - Anna Snare – anna.snare@ade.arkansas.gov
 - Debbie Chambers – debbie.chambers@ade.arkansas.gov
- **Residential Life Coordinator:**
 - Rita Jordan – rita.jordan@ade.arkansas.gov
 - Darren Thomas - darren.thomas@ade.arkansas.gov
- **Health Services:**
 - Deana Shields – deana.shields@ade.arkansas.gov
- **Admissions:**
 - Laura Yarberry - Laura.Yarberry@ade.arkansas.gov
 - Belinda Grayham - Belinda.Grayham@ade.arkansas.gov
- **Special Education:**
 - SPED Director, Leann Brazeal – r.leann.brazeal@ade.arkansas.gov
 - SPED Coordinator, Laura Yarberry - Laura.Yarberry@ade.arkansas.gov

- **Transportation:**

- Lamar Raper – lamar.raper@ade.arkansas.gov

- **Director of Special Services:**

- Teresa Doan – teresa.doan@ade.arkansas.gov

*All policies and procedures will be implemented in accordance with Arkansas Department of Education mandates.