

or may request a 504 plan. Exceptions will be made as necessary to satisfy Individualized Education Program (IEP) or 504 plans.

TARDY & ABSENCE

K-4 students arriving 8 am or leaving after 2 pm (early dismissal) will be counted tardy. Parents or guardians must sign their child in or out at the school office. Arriving late to school disrupts the learning environment. If a student is frequently tardy, a conference with the parent and student will be scheduled to create a plan that supports consistent, on-time attendance.

For the safety and smooth dismissal of all students, early check-outs are not allowed within 30 minutes of dismissal time unless there is an emergency.

K-4 students missing more than 2 hours (consecutive) in the morning will be considered absent for half a day (AM). A student missing more than 2 hours (consecutive) in the afternoon will be considered absent for half a day (PM).

5 – 6 Tardy

Student in 5-6th grade will receive a tardy if they show up after the bell for each class. 1st and 2nd tardy will receive a warning. 3rd and 4th will receive detention. Each tardy after will result in 1 day of ISS.

5 – 6 Absence

A student will be counted absent from a class if he/she is more than fifteen (15) minutes late for that class

LEAVING CAMPUS

No student will be allowed to leave the school grounds without permission from the office. Leaving the campus without permission will be considered truancy. Permission will only be given to those students whose parent/guardian comes to school and signs out the student. The only exception to this procedure would be if the principal determined the student's need to leave to be an emergency situation.

As a safety precaution, students are not to leave school at any time with a person not registered on the student's information card. A student may be permitted to leave with a non-registered person only after the parent is notified and permission has been granted. This regulation is in force from the time the student arrives at school until he/she officially leaves the school. Students leaving the school without permission are considered truant and the proper authorities will be notified.

ACADEMIC PERFORMANCE

Act 1070 OF 1991 provides for a uniform grading scale for all public schools in the state of Arkansas.

Student progress will be reported to parents on a regular basis. Grades shall reflect only the extent to which a student has achieved the expressed educational objectives for the course or content. The evaluation of each student's performance on a regular basis serves to give the parent/guardian, student, and school necessary information to help affect academic improvement.

PROGRESS REPORTS FOR GRADES K – 4

Standards-Based report cards reflect the learning goals of the Standards and Curriculum Frameworks as required by the state of Arkansas. Students should master these essential goals by the end of each grade level. Performance goal scores are broken down into four nine-week periods and then listed by skill. If a student has not met mastery of a skill it will be reassessed during the following nine-week period.

Each performance goal score will be assessed on a proficiency rubric and communicated through a Standards Based report card each nine weeks. Empty boxes indicate skills not assessed that nine-weeks.

Score – Achievement Level	Comments
3 – Proficient (on grade level)	O – On track for mastery
2 – Basic Understanding	N – Foundational skills not yet mastered
1 – Limited Understanding	T – Teacher guidance necessary
NY – Not Yet (rarely or not observed)	I – Intervention provided by interventionist (other than classroom teacher)

If student retention is being considered at any time, that information will be communicated to the students' parent/guardian and regular progress reports will be made regarding possible retention.

PROGRESS REPORTS FOR GRADES 5 and 6

Report cards reflect the learning goals of the Standards and Curriculum Frameworks as required by the state of Arkansas. Each letter grade shall be given a numeric value for the purpose of determining grade averages. Student learning will be assessed on a four-point scale and communicated each nine weeks.

Letter Grade	Percentage	Four-Point Scale
A	100 – 90	4 points
B	89 – 80	3 points
C	79 – 70	2 points
D	69 – 60	1 point
F	59 and below	0 point

HOMEWORK POLICY

Homework is a valuable aid in helping students make the most of their experience in school. Homework is useful in reinforcing what has been learned in class, prepares students for upcoming lessons, extends and generalizes concepts, teaches responsibility, and helps students develop positive study habits. Students will be given one day for every day they are absent to complete work.

Primary Grades (K-2)

There will be occasional homework assignments in these grades. When work is sent home, it will practice a skill that has been taught in class. Enrichment activities may also be assigned periodically.

Grades 3–6

Homework may be given throughout the week if necessary. Enrichment activities may also be assigned periodically. Students will be given periods of time at school to work on their daily work. If this is not finished, it will become homework.

We feel that parents are the key to making homework a positive experience for their children. Therefore, we ask that parents make homework a top priority, provide necessary supplies and a quiet homework environment, set a daily homework time, provide praise and support, not let children avoid homework, and contact the teacher if you notice a problem.

MID-TERM PROGRESS REPORTS

The Walnut Ridge Elementary School prepares grade reports for each nine-weeks grading period. Mid-Term reports are sent home midway through the grading period. The students are to take these mid-term progress reports home for their parents to review. It is hoped that this mid-nine-weeks report will inform the parent of their child's progress.

PARENT/TEACHER CONFERENCES

Parent/Teacher Conferences are scheduled twice a year, during the first and third nine-weeks grading periods. Report cards will be given to those parents who attend the conference. Students whose parents do not pick up their report cards will receive their report cards the next school day following the Parent/Teacher Conferences. Elementary School Teachers shall meet with parents or guardians of each student at least once per semester through a school conference, telephone conference, or a home visit.

ACADEMIC IMPROVEMENT PLANS

Any student who exhibits a substantial deficiency in Reading based upon statewide assessments shall be given an Individual Reading Plan (IRP) based on the science of reading. Any student who exhibits a substantial deficiency in Mathematics based upon statewide assessments may shall be given an Mathematics Improvement Plan (MIP) .

PROMOTION POLICY

A student is promoted to the next grade if his work indicates that he has progressed satisfactorily at his grade level. If, in the opinion of a designated committee (teacher(s) and principal), reinforcement is necessary to master certain basic skills, the student will continue at that grade level for another year. There are several factors considered in retention: grades, attendance, emotional, social development, and grade level mastery.

K – 4 HONORS

- Student of the Month: A student from each classroom will be selected based on the character trait for the month.

Honors received at the end of the school year include:

- Perfect Attendance (K – 4): no absences, tardies, or early dismissals
 - Student Engagement (K – 4): no more than 9 days with an absence, tardy, or early dismissal
- Additional Honors recognized at the end of the school year include:
- Citizenship (K – 4): awarded to one boy and one girl from each classroom
 - Academic Achievement Awards

5 – 6 HONORS

Honors recognized at the end of the school year include:

- All A Honor Roll: Students achieving all A's on grade level in all subjects
- A/B Honor Roll: Students achieving all A's and/or B's on grade level in all subjects
- Perfect Attendance: no absences, tardies, or early dismissals.
- Top 5: Top five students with highest grade in each subject per grade level
- Most Valuable Attitude: two students (boy and girl) per grade level.
- Student of the Year: one student per grade level

According to Act 390 (3)(A), any parent or student who does not want to be identified as an honor student or listed on the Honor Roll shall submit a written request to the principal requesting not to be identified.

CITIZENSHIP

Citizenship with the Lawrence County School District is interpreted to include the usual concept of behavior plus a wholesome and cheerful attitude toward work, teachers and other students. The following list of characteristics and traits of a good citizen is used by the faculty and administration in determining a citizenship grade.

- Practices respect to Self, Students, and Staff
- Accepts Responsibility
- Honest
- Respectful
- Works with Others
- Maintains Safety

Since the grading is rather close, a grade “B” on citizenship means that the student has been a good average citizen. A grade of “A” on citizenship means that there has been evidence of leadership and there has been something out of the ordinary to commend the citizenship of the student. If the student has a grade of “C” or lower in citizenship, there has been something about his/her behavior, his/her attitude and/or his/her participation that is not commendable. He/she should try to improve at once.

Students have the rights of citizenship as delineated in the United States Constitution and its amendments, and these rights may not be abridged, obstructed, or in any way altered, except in accordance with due process of law.

Administrators and teachers also have rights and duties. The teacher is required by law to maintain a suitable environment for learning, and administrators have the responsibility for maintaining and facilitating the educational program.

The following rules, regulations and procedures are designed to protect all members of the educational community in the exercise of their rights and duties.