

# The HUB

**Actively learning, engaging, and thriving  
in richly productive and collaborative ways**

## **REGISTRATION & SCHOOL REGULATIONS** **HANDBOOK**

**2022-2023**

***Director: Rafeal Marlow***

## **Letter from the Director**

Dear Associates and Parents,

The HUB exists to provide a pathway for associates to earn a quality education in a non-traditional environment. The primary objective of The HUB's teachers and staff is to create unique solutions that lead to high school graduation by incorporating active learning, innovation, engagement, rich production, and collaboration while fostering a blended learning community.

The HUB class sizes are small, personalized and caters to the unique needs of each associate. The HUB provides accountability, support and the tools needed for associates to maximize their potential. In addition, it allows associates to have access to resources and instruction more often. The HUB dedicates itself to assisting associates in developing post graduate plans. We help prepare associates to become college and career ready by providing instruction, experiences and opportunities for associates to pursue their post graduate dreams.

Sincerely,

Rafeal Marlow

Director of Non-Traditional Learning

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## **SECTION I – GENERAL INFORMATION**

### **MISSION STATEMENT**

Our goal is to serve as a HUB of 21st century learning for associates choosing a non-traditional route to their education to actively participate in collaborative and connected learning environments that are technology-enhanced so that all learners acquire the knowledge and skills they need to thrive in a world where change is constant and learning never stops.

### **HANDBOOK**

Associates assigned to HUB are subject to guidelines contained in this handbook, as well as the handbooks of their home schools. Associates are often needed at home schools for testing, meetings, etc., and must be familiar with home school rules. If any rule is not explicitly stated, the administration has the right to make the necessary decision(s).

### **OPENING OF SCHOOL**

School opens each morning individually for all associates. Upon arrival on campus, associates are considered actively in school and under school rules and regulations. Each associate is to report directly to their assigned room for attendance. The associate is not to leave the classroom without permission from the administrator or designee. Individual associates arriving late must see the administrator or designee prior to attending class. (Note: Each HUB campus will determine what is considered late.)

### **CLOSED CAMPUS**

HUB is a closed campus. Associates are not allowed to leave campus for any reason during the school day without permission from the administrative staff. Associates are to sign out anytime they leave campus. Associates checking out will only be allowed to leave the HUB campus with a person listed on associate's registration form signed by the parent/legal guardian and/or with verbal permission via phone in predicating circumstances. Associates are required to stay in their assigned classroom and may not leave the classroom without permission from teacher or administrator for any reason. (Note: Exceptions to this rule will be needed for associates utilizing the flexibility schedule and/or participating in JAG. These exceptions will be examined on an individual basis and approval will come from the administrator.)

### **TELEPHONES**

The school telephone is for business use only. Associates will NOT be called to the telephone except in case of an emergency. Please make arrangements for your child in advance in the event of an unexpected early closing of school. If you wish to speak to a teacher, leave your name, number and brief message, and he or she will return your call as soon as possible. The office staff will contact the parent when a child needs to go home because of illness.

### **MEDICATION**

Any prescription or non - prescription medication must be brought to school by the associate's parent or legal guardian. All necessary forms must be completed. Medicine and complete dosage instructions are to be given directly to an administrative staff member. Medicine will be locked up at all

times. Violation of this policy could result in disciplinary action. Staff will follow the guidelines set forth by ADE/Department of Health.

## **SNOW/EMERGENCY DAYS**

If your sending school is out of school, you are excused.

1. We will follow the lead district's calendar schedule depending on the campus your child attends.
2. We will also be out of school following the lead district's inclement weather schedule in order to assure safety in traveling for our entire associate and faculty body.

## **REASONS FOR EARLY DISMISSAL**

1. Sending school is dismissed early.
2. The associate has an emergency and a parent is coming to pick him or her up from school. A note written by a parent/legal guardian must be on file before the child is allowed to leave. It must be turned in early A.M. to be approved by the administration. This is to ensure associate safety.
3. Student is participating in an alternate schedule to reduce class size and adhere to CDC/Health Department guidelines.

## **EMERGENCY PLANS**

### **Fire**

Drills – A continuous beeping sound and flashing strobe light are the signals to follow the emergency exit plan. (Note: this may vary based on campus. Campus administration will inform you of the fire signal) Leave the classroom in a quiet, orderly manner. Associates must stay in the designated area with their class until the return signal is given.

### **Tornado**

Drills – Tornado drills will be signaled by one long bell. (Note: this may vary based on campus. Campus administration will inform you of the tornado signal) Associates will be expected to report calmly and quietly to assigned areas of the school, away from windows and doors. Once in assigned areas, associates should crouch down, using their arms to protect their heads and faces. Associates must stay in their designated areas until a signal to return to class is given.

## **CARE OF CAMPUS**

All associates are urged to help keep our campus clean. Waste containers are placed around the campus for trash. A well-kept campus is a tribute to our school. This is your campus. It is something to be proud of. If an associate damages school property, they will be responsible for all charges for its repair.

## **SEARCH AND SEIZURE**

The administrator has the right to search associates and their property when there are reasonable grounds for suspecting that the search will turn up evidence that the associate has violated or is violating either the law or rules of the school. Desks and other storage facilities are school property and remain at all times under the control of the enforcement officials. Periodic

inspections may be conducted at any time for when a reasonable suspicion exists that stolen items, items prohibited by law, or items prohibited by school policy are contained within desks, binders, purses, or on an individual person. The administrative staff or designee of the same sex as the associate will conduct searches if the investigation involves the search of any individual associate. An adult witness of the same sex as the associate will also be present. This is to promote safety and to deter associates from bringing prohibited objects or weapons to school.

## **VIDEO SURVEILLANCE**

Classroom and office areas at HUB may be under video surveillance. This will be used for the safety of our staff, associates and HUB campus. It is recorded 24 hours a day, and it is reviewed daily. Any violation of laws or HUB rules caught on surveillance cameras will be handled by administration and/or school authorities to deem appropriate action.

## **TRANSPORTATION TO AND FROM HUB**

All associates must ride their home school's school bus or drive to The HUB. Parents may drop off associates by the time determined by The HUB's campus supervisor. Associates attending The HUB program will follow the campus supervisor's direction(s) for being allowed to drive to campus for the work program for participating seniors.

## **BUS POLICY**

HUB associates will follow the guidelines of their home school bus policy when riding their home school's buses to and from school. Any bus discipline may result in the suspension of privilege to ride the bus. Following our member school's guidelines, HUB associates will not be allowed to ride home on other associate buses without permission from both school's bus supervisors in writing.

# **SECTION II-ASSOCIATE BEHAVIOR**

## **DEFINITIONS**

1. Insubordination-Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination.
  - a. Minimum-Reprimand/Parent Conference/Parent Notification
  - b. Maximum-Removal
2. Disorderly Conduct-Disruptive behavior that interferes with orderly school operations.
  - a. Minimum-Reprimand/ Parent Conference/Parent Notification
  - b. Maximum-Removal
3. Physical Abuse, Threat or Assault on an associate-Willfully and intentionally assaulting or threatening to assault or physically abusing any associate. Bullying by physical abuse, verbal, or cyber-bullying falls under this section.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Removal
4. Verbal Abuse of a School Employee- Harassing, threatening, or inappropriate behavior directed toward any school employee.
  - a. Minimum-Suspension
  - b. Maximum-Removal

5. Physical Abuse, Threat, or Assault on a School Employee-Willfully and intentionally assaulting or threatening to assault or physically abusing any school employee.
  - a. Minimum-Suspension
  - b. Maximum-Removal
6. Weapons-Possession of any weapon or object that can reasonably be considered capable of causing bodily harm to another individual.
  - a. Recommended Removal
7. Tobacco- Possession or use of tobacco or any tobacco related paraphernalia in any form on any property owned or leased by any public school.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Suspension
8. Vandalism/Theft-Willfully or intentionally damaging, destroying, or stealing school property.
  - a. Minimum-Conference/Parent Notification/Restitution
  - b. Maximum-Removal/Restitution
9. Electronic Devices-From the time associate arrives until they leave, associates are forbidden from personal use of cell phones, any paging device, beeper, or similar electronic devices such as cameras, MP3 players, iPods, iPads, computer games, PSP's, Game Boys, or any other portable music devices. Associates shall not possess laser or laser pointer devices of any type. These devices are not allowed on HUB campus.
  - a. Minimum-Warning/Parent Notification/Confiscation
  - b. Maximum-Suspension
10. Drug/Alcohol-Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs or other intoxicants, or anything represented to be a drug.
  - a. Minimum-Suspension
  - b. Maximum-Removal
11. Public Display of Affection-Inappropriate public displays of affection.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Removal
12. Cheating-Cheating, copying, forging, or claiming another's work to be his/her own.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Suspension
13. Gambling-Participation in any game of chance.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Suspension
14. Dress Code-Inappropriate associate dress. (See separate listing in handbook.)
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Suspension
15. Profanity-Use of vulgar, profane, or obscene language or gestures.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Suspension
16. Truancy-Absence from school or a designated area without parent and/or school authorities' prior knowledge or consent; this begins from the time associates enter a bus or walk onto school property.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-
17. Tardies-Excessive tardiness.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-

18. Discrimination-Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Suspension
19. Hazing-Hazing (subjecting someone to harassment or ridicule) or aiding in the hazing of another associate.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Suspension
20. Gangs or Gang-Related Activities-Activities including belonging to secret societies of any kind are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Removal
21. Sexual Activity-Sexual harassment, sexual activity, or sexual misconduct to include possession of or distribution of pornographic media.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Removal
22. Harassment or Bullying-Harassing, verbally assaulting or inappropriately threatening another associate.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Removal
23. Disrupting the Learning Environment-Any behavior that disrupts or threatens the learning environment:
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Removal
24. Computer Usage- Associates found to be in violation of this policy will be subject to disciplinary action which depends on the severity of the infraction. Infraction(s) may result in permanent denial of internet or computer access.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Suspension
25. Administration discretion - Behavior that is subversive to good order and discipline even though such behavior is not explicitly listed in the above rules.
  - a. Minimum-Conference/Warning/Parent Notification
  - b. Maximum-Removal

## **CODE OF CONDUCT**

It is felt that self-discipline is one of the most desirable traits an associate can possess while in school. It is felt that this makes for an atmosphere more conducive to learning. Associates find that staff members treat them with the respect and consideration that a fellow adult would receive. In fact, as long as associates act like ladies and gentlemen, they are treated as such. Of course this means that there should be no fighting on campus or at school activities; no gambling; no use or possession of any substance of drug or alcoholic nature; no disrespect toward teachers, school personnel, or other associates; no abusive or profane language; no immoral conduct or destruction of property.

All associates are expected to conduct themselves at all times in a manner that will contribute to the best interests of the school system and not infringe on the rights of others. Associates will be responsible for following The HUB handbook, as well as their home school handbooks when on that campus for any school activity.



## **DISCIPLINE PLAN: RULES FOR ASSOCIATES**

1. After checking in at the office, go straight to your classroom and be in assigned seat ready to work.
2. Upon arrival to campus, associates are not to leave campus without permission from lead teacher and/or supervisor; The HUB is a closed campus.
3. No swearing, cruel teasing, rude gestures, or put-downs of others.
4. No associate (s) in the office/counseling area unless requested by staff.
5. Associates taking medicines must see the campus supervisor during specified times.
6. Follow teacher/staff directions. (Individual teachers and teams may have additional discipline rules which will be presented to the associate in the classroom.)

## **CONSEQUENCES**

In general, associates will be given a warning the first time they violate the discipline plan for minor infractions. A leveled system of behavior management will be followed to encourage associates to become responsible and accountable for behaviors. A leveled discipline plan will be followed to encourage improvement. When one-on-one individual therapy is available on-site programs will be utilized. A parent may be called to pick up their child for individual therapy options. On subsequent violations, associates can expect loss of privileges, assignment to reflection, or suspension. Probation may occur for serious behavior problems or when an associate is close to being recommended for removal. All consequences are at the team's and administration's discretion. Parents and associates must sign acknowledging their understanding of the leveled discipline system and adherence to following the procedures and rules, as outlined in the behavior plan.

## **PUBLIC DISPLAY OF AFFECTION**

Displays of affection will not be tolerated on the school campus. Associates are reminded that rules are set up for the good of the majority. Most of us are aware of correct behavior. Good judgment on the part of each associate will aid immeasurably in creating a wholesome and desirable atmosphere at school.

## **FIGHTING**

Fighting on school property or during school-sponsored events is prohibited. Fighting is interpreted as pushing, shoving, verbal abuse, name-calling, or actual blows struck. Violators are subject to disciplinary action.

## **DRUG TESTING**

Associates may be required to take a drug test while enrolled at The HUB. If an associate fails a drug test at HUB, the associate will be suspended until a retest shows a negative result (at administration discretion). Positive drug tests will result in following the sending school district's policies.

## **ILLEGAL DRUGS**

When it has been established at the discretion of the teacher, principal, or designee that an associate possesses, is under the influence, or has consumed alcoholic beverages, controlled substances (illegal drugs), or other materials prohibited by federal, state, or local laws, or materials presented as illegal substances, he/she will be suspended for a period not to exceed ten (10) days.

The directors and school authorities will take appropriate action with authorities as deemed necessary. Local law enforcement officials may be notified.

Associates found in possession of pharmaceutical ingredients or substances presented as illegal drugs (counterfeit drugs) with the intent to use or sell the drugs will be subject to the same disciplinary action as for possession and use of illegal drugs. He or she will be suspended for a period not to exceed ten (10) days. Local law enforcement officials may be notified.

The parents of the associate will be notified and informed that the associate is being suspended for ten (10) days, and parents will be requested to come to the school to transport the associate home. The associate may not be allowed to make up any tests or assignments during the ten (10) day suspension. If suspension falls during semester test days, the associate WILL BE allowed to take those tests. He/she may not be allowed to test during the designated test days. Alternate arrangements must be made with the campus supervisor.

When it has been established that an associate is involved in the sale of items described in paragraph one or possesses an illegal drug which could result in a felony charge, he/she may be recommended for removal. When the associate is under the influence or possesses an illegal drug which could result in a misdemeanor for the second time, he/she may be recommended for removal. The local law enforcement officials may be notified.

## **CELL PHONES**

Cell phones are allowed, but should only be used during designated times. More specific rules concerning cell phones are based on each campus location, district policy and supervisor's discretion.

## **BACKPACKS**

Backpacks may be allowed. More specific rules concerning backpacks are based on each campus location, district policy and supervisor's discretion.

## **CAUTION ABOUT VALUABLES**

Associates are cautioned not to bring valuables or large sums of money to school. Associates, not the school, are responsible for their personal property. Associates are not to bring items to school that will cause disruptions in class. At times, it is necessary for teachers to take possession of these items. Instead of returning these items to the associates, teachers will turn them in to administration who will make the determination if and how they may be returned. All clothing and personal belongings need to be marked with the associate's full name.

Arch Ford is NOT responsible for lost, stolen or broken personal belongings brought into the school by the associate.

## **ASSOCIATE DRESS AND APPEARANCE**

Associates shall not practice a mode of dress, style of hair, or standard of personal grooming which will present a health or safety hazard, disruption, or disturbance, etc. of the educational process. The final decision regarding apparel will be at the discretion of the administration. Associates who arrive inappropriately dressed may be asked to change into school provided clothing and/or asked to go home and change. Associates will change back to their own clothing to return home, if they are provided with clothing from the school. Parent/Guardian will be notified of rule violation. **FOR SAFETY PURPOSES: STUDENTS MAY BE REQUIRED TO WEAR A MASK AND FOLLOW CDC/HEALTH DEPARTMENT.**

\*\*\*All final decisions on Dress Code are at Administrative discretion as the dress code may vary depending on what campus the associate is attending.\*\*\*

The following clothing items and appearances are prohibited, but are not limited to:

- Halter tops, tank tops, or any sleeveless shirt
- Low cut blouses
- See-through blouses and/or skirts/pants
- Any apparel that exposes bare midriff, lower back area, or other exposed areas as determined by staffs' discretion
- Spandex or excessively tight or body-hugging clothing
- T-shirts or any clothing having racially sensitive, obscene or suggestive pictures, emblems, or words
- Shirts or apparel that advertise drugs or alcoholic beverages or reference a person who supports them
- Clothing with holes or frays whether by design or wear
- Shorts above the top of the knee
- Any shorts, pants, or shirts that are un-hemmed
- Bandanas or any Gang apparel
- Hats and caps (May be worn outside; must be worn properly.)
- Sunglasses (May be worn outside.)
- No spike chains or chains including wallet attachments
- Hair styles that cause undue attention
- Hoods worn inside the building
- No sagging; Clothing must cover all underwear and/or undergarments. Baggy pants must be secured at the waistline with a belt. Any pants that are worn below the waistline will be considered inappropriate.
- No pajama style clothing will be worn at school
- Pierced body ornaments are restricted to the ear only

All final decisions on Dress Code are at Administration discretion.

## **STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT**

### Definitions

1. "Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.
  - a. Examples of aversive behavioral interventions include, but are not limited to:
  - b. Hitting;
  - c. Pinching;
  - d. Slapping;
  - e. Using a water spray;
  - f. Using noxious fumes;
  - g. Requiring extreme physical exercise;
  - h. Using loud auditory stimulus;

- i. Withholding meals; and
  - j. Denying reasonable access to toileting facilities.
- 2. "Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.
- 3. "Behavior Intervention Plan" (BIP) means a written plan that:
  - a. Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
  - b. Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
  - c. Includes the following at a minimum:
    - i. A definition or description of the desired target behavior or outcome in specific measurable terms;
    - ii. A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
    - iii. A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
      - 1. A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
      - 2. A plan for managing a crisis situation;
      - 3. A system to collect, analyze, and evaluate data about the student;
      - 4. The school personnel, resources, and training needed before implementation of the BIP; and
      - 5. The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.
- 4. "Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.
- 5. "Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to himself or herself or others.
- 6. "Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.
- 7. "Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:
  - a. Disrespect;
  - b. Noncompliance;
  - c. Insubordination; or
  - d. Destruction of property that does not create an imminent danger.

8. "De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.
9. "Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.
10. "Functional Behavior Assessment" (FBA) means a problem analysis step that:
  - a. Occurs within the context of data-based problem-solving and involves:
    - i. The review of existing records and other sources of information;
    - ii. Diagnostic or historical interviews;
    - iii. Structured academic or behavioral observations; and
    - iv. Authentic, criterion-referenced, or norm-referenced tests; and
  - b. Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.
11. "Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.
12. "Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.
13. "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.
14. "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.
15. "Positive behavioral support" means the application of behavior analysis that:
  - a. Is used to achieve socially important behavior change;
    - i. Occurs at the: Prevention level for all students in a school;
  - b. Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
  - c. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
  - d. Involves a planned and collaborative school-wide approach that is implemented with a goal:
    - i. Of establishing a positive and supportive school environment that:
      1. Teaches and reinforces prosocial behavior in a student;
        - a. Holds a student positively accountable for meeting an established behavioral expectation; and
        - b. Maintains a level of consistency throughout the implementation process; and
        - c. That is accomplished by using positive behavioral programs, strategies, or approaches.
16. "Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

17. "Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.
18. "Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.
19. Positive Behavioral Supports
  - a. The District shall implement positive behavioral supports to be used at the:
    - b. Prevention level for each student in a school;
    - c. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
    - d. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.
  - e. The District's positive behavioral support shall include:
    - f. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
    - g. Holding a student positively accountable for meeting an established behavioral expectation;
    - h. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
    - i. The following interrelated activities:
      - i. Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
      - ii. Focusing on preventing the development and occurrence of problem behavior;
      - iii. Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
      - iv. Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.
  - j. The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:
    - i. A student has the right to be treated with dignity;
    - ii. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;
    - iii. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
    - iv. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
    - v. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

#### Problem Solving and Intervention Team

1. A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed,

to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

2. A student's problem-solving and intervention team shall:
  - a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
  - b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
  - c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.
3. Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

#### Physical Restraint

4. Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.
5. When using physical restraint on a student, school personnel shall:
  - a. use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
  - b. Use the safest method available and appropriate to the situation;
  - c. Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
  - d. Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
  - e. Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
  - f. Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
  - g. continuously and visually observe and monitor the student while the student is under physical restraint.
6. Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- a. When imminent danger or serious physical harm to the student or others dissipates;
  - b. If a medical condition occurs that puts the student at risk of harm;
  - c. Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
  - d. After the threat of imminent danger of serious physical harm to the student or others dissipates; or
    - 1) In the following manner:
      - 2) To punish or discipline the student;
      - 3) To coerce the student;
      - 4) To force the student to comply;
      - 5) To retaliate against the student;
    - 6) To replace the use of an appropriate educational or behavioral support;
    - 7) As a routine safety measure;
    - 8) As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
    - 9) As a convenience for school personnel; or
    - 10) To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.
7. Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.
8. At no time shall school personnel use the following on a student:
- a. Mechanical restraint;
  - b. Chemical restraint;
  - c. Aversive behavioral interventions that compromise health and safety;
  - d. Physical restraint that is life-threatening or medically contraindicated; or
  - e. Prone restraint or other restraint that restricts the breathing of a student.
9. Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.
10. The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or



if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

11. Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:
  - a. The student's problem-solving and intervention team;
  - b. The student's IEP team; or
  - c. The student's 504 Plan team.
12. A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.<sup>1</sup>
13. Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

#### Reports and Debriefing

14. After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred. Video surveillance of the incident should be pulled immediately if available.
15. The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.
16. School personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:
  - a. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
  - b. Be maintained in the student's education record; and
  - c. Be provided to the student's parent within one (1) school day of the completion of the report.
17. A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:<sup>2</sup>
  - a. A member of school personnel who was present during the incident;
  - b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
  - c. A school administrator; and
  - d. Any other member of school personnel determined to be appropriate by the District.
18. The purpose of the debriefing meeting shall be to:

- a. Determine whether the procedures used during the incident were necessary;
  - b. Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
  - c. Evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
  - d. If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
    - 1) Reevaluate the training needs of school personnel;
    - 2) Reevaluate the physical restraint policy and practices; and
    - 3) Develop a plan to prevent a future incident.
19. At a debriefing meeting, school personnel shall:
- a. Consider relevant information in the student's education record, including without limitation:
    - 1) The concerns of the student's parent;
    - 2) The student's social and medical history;
    - 3) The student's FBA, if one exists; and
    - 4) The student's BIP, if one exists;
  - b. Consider relevant information from the teachers, parents, and other District professionals;
  - c. Discuss whether positive behavior supports were appropriately implemented;
  - d. Discuss the duration and frequency of the use of physical restraint on the student;
  - e. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
  - f. Consider whether additional intervention and support is necessary for the student;
  - g. Consider whether additional intervention and support is necessary for school personnel; and
  - h. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
    - 1) The student;
    - 2) The student's parent; and
    - 3) Other school personnel or students who witnessed the incident.
20. DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:
- a. Submitted to the building principal;<sup>3</sup>
  - b. Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
  - c. Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

Legal Reference: A.C.A. § 6-18-2301 et seq.

## SECTION III - ACADEMICS

### The HUB GRADING SCALE

The HUB will report the grades earned for each subject an associate is enrolled in to home schools quarterly. The associate will receive a progress report and report card from The HUB as well as receiving an official report card from his or her home school district. Associates in grades 9 through 12 will earn credits toward a high school diploma from their home school while attending The HUB. The following is the current grade scale followed here at The HUB. A Failure is not an Option policy will be strictly monitored by campus supervisors and staff to address failing grades. A plan will be developed to address each "F" and associates and parents/guardians will be involved in specific actions with timelines to improve the grade(s) to a passing average. Based on grade reports and employer reports, an associate's work production and grade average may result in leveling up or down to address failing grades.

### GRADES

A 90 – 100      B 80 – 89      C 70 - 79      D 60 - 69      F 59 – AND BELOW

### SCHEDULING AND SCHEDULE CHANGES

Each associate's academic classes are decided by the sending school. The administrator or designated scheduler will place the associate in The HUB's classes according to the schedule provided. The daily schedule of each associate is on file in the office. Schedules will be changed only through the administrator or designated scheduler. Teachers will not accept changes unless approved by administration. An associate will not be pulled from literacy and math classes for therapy unless there is a serious and immediate need. All individual therapy will be conducted during group therapy and/or non-core classes.

### ABSENCES

An associate is allowed 10 excused absences each semester. Excused absences include, but are not limited to: a doctor's note, dentist note, a death in the immediate family, or an appointment with a government agency. Absences are reported to home schools daily. Probation officers may be notified as appropriate. For excessive absences, the parent/legal guardian will be required to meet with the administrator to set up a plan for improving attendance. Absences will be monitored by each sending school based on the reports provided by The Hub's supervisors. The associate will fall under the sending schools' attendance policies. Based on ADE guidance: A student is absent if the student is not:

1. Present for onsite instruction provided by the district,
2. Participating in a planned district-approved activity, or
3. Engaged in scheduled instruction at an off-site location, including remote learning.

## **MAKE-UP WORK**

Associates are permitted to make up missed assignments for excused absences. Parents may request make-up work to be sent home in the event of suspension or lengthy illness. All make-up work is subject to administration approval. Associates are allowed ten (10) absences during each semester before being referred for a manifestation. Documented doctor's visits, dentist visits, court appearances, or funeral circumstances will be honored as additional days and work will be allowed to be made up; however, a parent's note is not permissible evidence. Special circumstances that are approved by the Director will be allowed but not without documentation. Determinations will be made on a case-by-case basis. Associates who miss with documentation will be allowed one (1) day for each day of absence plus one (1) additional day. Example: If an associate misses three (3) days due to an illness and provides a doctor's excuse will be allowed four (4) days to make up assignments. Associates who do not turn in work on time while at school may turn in work on later days but will lose 10% a day up to a maximum of four (4) days. After four (4) days, the associate will not be able to make up the assignment. The campus supervisor and director have the final discretion on make-up work determinations and will be on a case-by-case basis when deemed necessary and appropriate. 6-18-201; 6-18-211

## **JAG (JOBS FOR ARKANSAS GRADUATES)**

The JAG program, affords associates in grades 11-12 the opportunity to learn valuable work skills, apply skills of a trade, earn up to 3 credits per year meeting the work requirements as set forth by the national and state standards and completing the JAG coursework. The campus supervisor will have the final discretion in allowing associates to participate in the work program and will monitor associates' progress in meeting the expectations of the program. Associates participating in the work program may drive to campus only after approval by the campus supervisor to be able to work during the school day. The campus supervisor and director will have final discretion in approving associates to participate in the JAG program. The campus supervisor and JAG specialist will develop a schedule that benefits each JAG associate and a plan to participate in the work program will be created on a case-by-case basis in order to consider what is best for the individual associate's needs.

## **FLEXIBLE SCHEDULE**

Associates participating in a flexible schedule will be monitored by each campus supervisor to determine their levels of work production (quality and quantity), employer reports, and positive attitudes. Work for the assigned week must be completed by Friday at 4:00 pm and approved by the campus supervisor and/or JAG specialist in order to continue participating in the flexible schedule. To simulate the work environment and prepare associates for college and career readiness, supervisors will determine the flexibility of an associate's HUB schedule based on completing work assignments, maintaining a "C" average in all coursework, maintaining a job with at least 12 hours per week (prefer at least 15 hours per week) on average, and the associate's behavior reports (at The HUB and on the job). **The campus supervisor and/or JAG specialist has the final discretion for level increases or decreases and will review each associate's progress weekly.**

## **SECTION IV-SCHOOL FORMS**

The following pages must be filled in, signed, and returned to The HUB within the time limits defined.

1. Statement of Responsibility
2. Pick-up Permission Form
3. Internet and Acceptable Use Policy
4. Leveled Discipline Plan Agreement
5. JAG Forms

The HUB  
PARENT – ASSOCIATE  
2021-22

**STATEMENT OF RESPONSIBILITY**

DATE: \_\_\_\_\_

ASSOCIATE NAME: \_\_\_\_\_

HOME SCHOOL AND GRADE: \_\_\_\_\_

THE STATEMENT BELOW MUST BE SIGNED AND RETURNED TO THE HUB WITHIN THREE (3) DAYS AFTER THE ASSOCIATE RECEIVES THE HANDBOOK.

We have read and received The HUB Parent – Associate Handbook. We understand the school's discipline policies and realize that the associate must adhere to these and to the other policies, rules and procedures contained in the Handbook. In the event that we are not entirely certain of some aspects of school policy, we will contact the director or his designee for clarification.

Associate Signature: \_\_\_\_\_

Parent/Guardian Signature: \_\_\_\_\_

Date: \_\_\_\_\_ Phone Number: \_\_\_\_\_

PLEASE COMPLETE INFORMATION ON THIS FORM.

I have received a copy of The HUB associate discipline policy. This document will become part of the associate's file.

The HUB

**PICK-UP PERMISSION FORM**

Only the following people have permission to take my child, \_\_\_\_\_,  
from The HUB campus.

Name: \_\_\_\_\_ Relation: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_

+++++

Name: \_\_\_\_\_ Relation: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_

+++++

Name: \_\_\_\_\_ Relation: \_\_\_\_\_

Address: \_\_\_\_\_

City/State/Zip: \_\_\_\_\_

Telephone: \_\_\_\_\_

+++++

\_\_\_\_\_  
Signature of Parent/Legal Guardian/Custodian: DATE

## INTERNET AND ACCEPTABLE USE POLICY

The HUB provides computer network and Internet access for its associates at the physical address of each school building. This service allows associates to share information, learn new concepts, research diverse subjects, and create and maintain school-based websites.

Each year, any associate who wants computer network and Internet access for that upcoming school year must sign and submit an Acceptable Use Policy. Associates who are under 18 must also have their parent or guardian sign this policy. By signing this agreement, the associate and parent or guardian agree to follow the rules set forth in this policy and to report any misuse of the computer network or the Internet to a teacher or supervisor. No right to privacy exists in the use of technological resources. Before an associate may use the computer and/or Internet for any purpose, the associate's parent must be made aware of the possibility that the associate could obtain access to inappropriate material; therefore, the parent and associate must sign a consent form acknowledging that the associate user is responsible for appropriate use of the Internet and consents to be monitored by school personnel.

### UNACCEPTABLE USES OF THE COMPUTER NETWORK OR THE INTERNET

The following uses of the account provided by the school district are unacceptable but not limited to:

1. Selling or purchasing items online including any illegal substance
2. Accessing, transmitting, or downloading child pornography, obscene depictions, harmful materials, or materials that encourage others to violate the law
3. Transmitting or downloading confidential information or copyrighted materials
4. Uses that involve obtaining and or using an anonymous e-mail site
5. Uses that cause harm to others or damage to their property are unacceptable.
6. Cyber Bullying of any form
7. Deleting, copying, modifying, or forging other users' e-mails, files, or data
8. Accessing another user's email without his or her permission
9. Damaging computer equipment, files, data or the network
10. Using profane, abusive, or impolite language
11. Disguising one's identity, impersonating other users, or sending anonymous e-mail messages
12. Threatening, harassing, or making defamatory or false statements about others
13. Accessing, transmitting, or downloading offensive, harassing, or disparaging materials
14. Accessing, transmitting or downloading computer viruses or other harmful files or programs, or in any way degrading or disrupting any computer system performance



15. Accessing, transmitting or downloading large files, including "chain letters" or any type of "pyramid schemes."
16. Using any district computer to pursue hacking, internal or external to the district, or attempting to access information that is protected by privacy laws
17. Uses that jeopardize access or lead to unauthorized access into accounts or other computer networks are unacceptable
18. Commercial uses of the school network are unacceptable.
19. Accessing the computer or internet without the permission of staff members
20. Attempts to disable, bypass or otherwise circumvent the content filter that has been installed in accordance with the federal Children's Internet Protection Act. This includes but is not limited to the use of proxy servers
21. Destroys, alters, dismantles, disfigures, prevents rightful access to, or otherwise interferes with the integrity of computer-based information resources, whether on stand-alone or networked computers
22. Installing unauthorized software or material. This includes, but is not limited to: downloading music, pictures, images, games, and videos from either the Internet or via portable devices.
23. Using the network to access inappropriate materials
24. Submits, publishes, or displays any defamatory, inaccurate, racially offensive, abusive, obscene, profane, sexually oriented, or threatening materials or messages either public or private
25. Compromising the integrity of the system by hacking, accessing, modifying, obtaining copies of or altering restricted or confidential records or files
26. Actions deemed as inappropriate by administration

Associate signature \_\_\_\_\_

Parent signature \_\_\_\_\_

Date: \_\_\_\_\_

## LEVELED DISCIPLINE AGREEMENT FORM

I, \_\_\_\_\_ (Print Associate Name) have read and understand the leveled discipline plan at The HUB. I acknowledge that following the plan will result in positive outcomes. I will adhere to the plan and be responsible and accountable for improving my behavior and academics.

Associate Signature: \_\_\_\_\_ Date: \_\_\_\_\_

I, \_\_\_\_\_ (Print Parent Name), have read and understand the leveled discipline plan at HUB. I will encourage my child to follow the plan. I will encourage my child to adhere to the plan and be responsible and accountable for improving his/her behavior and academics.

Parent Signature: \_\_\_\_\_ Date: \_\_\_\_\_



The HUB  
101 Bulldog Lane  
Plumerville, AR 72127  
501-548-4196

**Student Name/Photo Release Form**

**TO: Parent/Guardian**

Please check one box, sign and date form, and return with registration materials. This form must be on file for each student, and is valid as long as your child attends any HUB campus. If you choose to change your child's release status, you must submit a new form. Forms may be obtained from your child's school.

Student Name: \_\_\_\_\_

HUB Campus: \_\_\_\_\_

- Yes, I give permission for my child's first and last name to be released and for my child to be photographed or videotaped while in school or during school-related activities outside the classroom.**

By checking "yes" and signing this consent form, I give permission for my child's **first and last name and/or photograph or video** to be used in publications, presentations, videos, or Web pages, or news releases produced by The HUB, or by agencies working with the program. My child's first and last name, photography and/or video may be included in news releases distributed to newspapers and other news media.

NOTE: No payment will be made to a child photographed under terms of this release or to his/her family if and when the photographs are used in district publications, presentations, video productions, or Web sites. Parents/guardians waive the right to preview or approve the finished photographs or video.

OR

- No, I do NOT want my child's first and last name released nor my child to be photographed or videotaped while in school or during school-related activities outside the classroom.**

Checking "no" and signing this form means that my child's name, photograph and/or video may NOT appear in any HUB publication, presentation, video, Web site, or news release produced by The HUB or by agencies working with the program that gets distributed outside of the school community. (Annual school yearbooks are considered internal school publications and are not subject to these restrictions. If you wish your child's name/photo not be included in the annual school yearbook, please notify your school principal in writing.)

It also means that my child's name and/or photograph may NOT be included in news releases distributed to newspapers and other news media.

**All students who are 17 or below REQUIRE parent/guardian signature.**

Student Signature:	_____	Date:	_____
Parent/Guardian Signature:	_____	Date:	_____
Parent/Guardian Signature:	_____	Date:	_____

**ADMINISTRATIVE CONTACT INFORMATION**

**Rafeal Marlow**  
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501.242.2248

**Todd Lewis**  
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