

# **Hector High School**



**Student/Parent Handbook**

**2011-2012**

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## INTRODUCTION

### DISTRICT MISSION STATEMENT

Hector School District is dedicated to providing a safe and nurturing environment that educates and motivates the “whole child” to become life-long learners and responsible and productive citizens.

### DISTRICT VISION STATEMENT

Hector School District is a small, rural school district that strives to fulfill the mission of educating and motivating the “whole child” to become life-long learners and responsible and productive citizens through:

- High Expectations
  - The district is dedicated to promoting high academic and ethical standards and performances for faculty, staff, and students.
- A focus on the “Whole Child”
  - The district is dedicated to working with families and community groups to remove barriers to learning in an effort to meet the intellectual, emotional, physical, social, occupational, and developmental needs of all students.
- Opportunities and Resources
  - The district is dedicated to providing the best possible technological, instructional, evaluative, managerial, material, financial, and human resources possible for all faculty, staff, and students.
- A Safe, Secure, and Nurturing Environment
  - The district is dedicated to providing an environment conducive to and for the physical, emotional, intellectual, and developmental needs of all faculty, staff, and students.
- Rigorous Curriculum
  - The district is dedicated to providing an instructional program that engages all students through effective, varied, and research based “best practices” to improve academic performance.

### HIGH SCHOOL VALUE STATEMENTS

- High Expectations
  - The district is dedicated to promoting high academic and ethical standards and performances for faculty, staff, and students. This will be accomplished at Hector High School in the following ways:
    - We will regard education as an opportunity to develop critical thinking and lifelong skills necessary in an ever-changing society.
    - We will focus on increasing the graduation rate and lowering the secondary/post-secondary remediation rates for all students by offering the most up-to-date and innovative educational programs and support systems available.
    - We will, as a faculty and staff, continue to increase our academic knowledge and instructional abilities and skills by taking part in the most advanced and innovative professional development available and use the knowledge, abilities, and skills learned to better meet the needs of our students.
    - We will provide an environment that values high ethical standards of behavior from all students, teachers, parents, and community shareholders.
- A focus on the “Whole Child”
  - The district is dedicated to working with families and community groups to remove barriers to learning in an effort to meet the intellectual, emotional, physical, social, occupational, and developmental needs of all students. This will be accomplished at Hector High School in the following ways:
    - We will teach students to make healthy decisions for themselves, their friends, and their families.
    - We will build a culture of support for teaching and learning among all stakeholders: students, parents, teachers, community, and business members.
    - We will foster a nurturing environment in which each student is valued.
    - We will provide an environment that supports a healthy, physical lifestyle for all students, teachers, parents, and community shareholders.
- Opportunities and Resources
  - The district is dedicated to providing the best possible technological, instructional, evaluative, managerial, material, financial, and human resources possible for all faculty, staff, and students. This will be accomplished at Hector High School in the following ways:
    - We will provide a broad spectrum of traditional, career, pre-AP, AP, and concurrent credit classes available to all students.

- We will provide opportunities for each student to participate in extracurricular activities that will expand their skills and sense of accomplishment.
  - We will maximize the availability and utilization of current technologies to enhance high school programs and services.
  - We will, as a faculty and staff, utilize all of the resources available to us to meet the needs of our students, and we will take part in relevant trainings necessary to keep current in the instructional application of those resources.
- A Safe, Secure, and Nurturing Environment
  - The district is dedicated to providing an environment conducive to and for the physical, emotional, intellectual, and developmental needs of all faculty, staff, and students. This will be accomplished at Hector High School in the following ways:
    - We will proactively respond to the needs of students, parents, and staff in the event of local, state, or national crisis by offering comprehensive prevention and intervention systems that will ensure a positive and safe learning environment.
    - We will provide meaningful, focused, and supportive professional development to enable each staff member to experience job satisfaction and success which contributes to student success.
    - We will provide exemplary educational programs which meet the diverse needs of all students.
    - We will provide a school climate that affords a feeling of safety, security, and open communication among all shareholders.
- Rigorous Curriculum
  - The district is dedicated to providing an instructional program that engages all students through effective, varied, and research based “best practices” to improve academic performance. This will be accomplished at Hector High School in the following ways:
    - We will provide a curriculum that is comprehensive, relevant, and rigorous
    - We will challenge and support each student through differentiated instructional strategies
    - We will, as a faculty and staff, encourage all students in their efforts to enhance their academic knowledge by providing a rigorous curriculum that includes concurrent credit, pre-AP, and AP courses, and we will support those programs in all courses through our training, application of higher order thinking skills, and high expectations for all students.
    - We will, as a faculty and staff, apply research based “best practice” by closely following all state academic frameworks and by utilizing the most up-to-date teaching strategies available.

## **SECTION 504 POLICY**

It is the policy of the Hector School District to provide a free appropriate public education to each qualified student with a disability within its jurisdiction, regardless of the nature or severity of the disability. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled under this policy even though they do not require services pursuant to the Individuals with Disabilities Education Act.

Under Section 504, due process rights of qualified students with disabilities and their parents are guaranteed in the Hector School District. Susan Freeman is the District Coordinator of Section 504 for the Hector Schools. She may be contacted at 284-3537, Monday through Friday.

## **STUDENT HANDBOOK**

It shall be the policy of the Hector school district that the most recently adopted version of the Student Handbook be incorporated by reference into the policies of this district. In the event that there is a conflict between the student handbook and a general board policy or policies, the more recently adopted language will be considered binding and controlling on the matter provided the parent(s) of the student, or the student if 18 years of age or older have acknowledged receipt of the controlling language.

## **LETTER FROM THE SUPERINTENDENT**

Dear Students,

Welcome to Hector School District. We are very happy to have you here and look forward to providing you with the best education possible. In order for this to happen it will take all of us working together as a team, faculty and staff, parents, and students.

The faculty and staff members will strive to provide you with good, solid instruction to always lay the ground work necessary to prepare you for a successful future. It is also inherent upon you to do your part to show a desire and willingness to learn. Hard work and persistence on your part will play an important role in getting the most out of your education. You cannot expect to get more out of it than what you put into it. These years will provide you with some of the best memories in your life. Good luck on this road to adulthood. And, always remember, life is about choices. Try to always make sure you can live with the consequences of the choices you make.

Best Regards,

Mr. Walt Davis  
Hector Superintendent

## **LETTER FROM THE HIGH SCHOOL PRINCIPAL**

Dear Students,

Welcome back to another great year at Hector High School. As your instructional leader, it is my responsibility to provide you with the resources, opportunities, and environment necessary for you to be successful. It is my core belief that all students can learn, and the instruction that you will receive at Hector High School will provide you with the best possible opportunity to perform at your highest level. With this in mind, the Hector School District will provide talented, dedicated, and knowledgeable teachers who will motivate you to always do your best. We will also provide a safe, supportive environment that will allow you to develop the necessary skills and abilities needed to be productive members of the workforce and/or pursue further education.

This year I challenge all of you to take part in your school through academics, athletics, fine arts, student organizations, or any other interests that motivate you. These resources are here for you, and the teachers, sponsors, and coaches involved with those groups will always welcome you to take part. High school will be over before you know it, so be a part of it and join in on all of the benefits that come with it.

If you ever need any help, have a question that you need an answer to, or just need to talk, my door is always open.

Have a great year,

Mr. Jordan Price  
Hector High School Principal

## ACADEMICS

### ACADEMIC DEFICIENCIES

Students who have not completed the required number of units of credit at the time of graduation will not participate in graduation activities. Their diploma will be held for them until the necessary requirements are met. A senior may continue enrollment in lower level or mixed classification classes, until the end of the school year, in an attempt to successfully complete requirements for a diploma, even though they may not participate in graduation activities. Academic deficiencies may be eliminated by the following: credit recovery, correspondence courses, summer school, or alternative education.

### ADDING- DROPPING CLASSES

- Students in grades 9-12 have **ONE WEEK** after the start of each semester to change classes. All class changes will be approved by the principal and initiated through the counselor's office. The student then takes the written approval to the teacher and is officially dropped or added to the class roll.
- After five school days a student may not drop a class for any reason without approval from the principal.

### ADMISSION OF HOME SCHOOL STUDENTS

Home school students may only be admitted near the beginning of a grading period. Placement will be by a testing procedure arrived at by the administration and counselors. Home school students must attend Hector High School at least one school year to graduate.

### ADVANCED PLACEMENT COURSES

It is the policy of the Hector School District to allow students in grades 9-12 to take Advanced Placement Courses. Students who transfer into our district with AP, IB, or approved weighted credits for grades 9-12 on their transcripts will receive those credits. The grades for AP, IB, or approved weighted courses shall be based on the district's Grade Point System.

- All AP courses will be taught by teachers who have received approved AP training.
- Students who wish their AP course grades to be based on a 5 point scale must take the appropriate AP test at the end of the course.

### ALTERNATIVE EDUCATION

The district shall have an alternative learning environment (ALE) which shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. The superintendent or his/her designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. The team should consist of at least a school counselor, the ALE director or principal, and at least one regular classroom teacher. The team will include the input from parents/guardians in their decisions.

Students who are placed in the ALE shall exhibit at least two of the following characteristics:

- Disruptive behavior
- Drop out from school
- Personal or family problems or situations
- Recurring absenteeism
- Transition to or from residential programs

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Mental/physical health problem
- Pregnancy
- Single parenting

The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction.

### **CATS (CAREER ADVISEMENT, TRAINING, AND SUPPORT)**

CATS is a student advisement program that meets periodically during the regular school day. Each student will be assigned a CATS advisor who will work with them throughout their junior high and high school career. Along with advising the student on the proper course of study to reach graduation and their own personal goals, this program will also allow students the opportunity to learn valuable insight into their own personal career interests, gain information about those careers and how to work toward them, and have an advisor who will help to guide them toward opportunities that will aid them in that endeavor.

### **CONCURRENT CREDIT CLASSES**

It is the policy of the Hector School District to permit students in grades 9-12 to concurrently be enrolled in an accredited institution which is accredited according to the rules and regulations of the State Board of Education(pursuant to AR Code § 6-18-223). The decision of whether credit will substitute for a required core course or be used as an elective will be made by a committee comprised of the building principal, counselor, and a faculty member from the subject area in which the course was taken. Three semester hours of college credit shall be the equivalent of one-half unit of high school credit. It is recommended that concurrent credit classes be discussed with the counselor prior to enrollment when feasible to do so. Credit for concurrent credit courses will not be given until a transcript is received by the school

A student who wishes to enroll in concurrent credit classes may do so at his/her own expense. The Hector School District assumes no responsibility for tuition, books, transportation or any other related expense. CLEP Scores do not qualify for concurrent credit. Students must take an Advanced Placement test to receive a weighted grade.

### **CONFERENCES (PARENT)**

Parents will be given the opportunity to meet with teachers to discuss their child's educational progress at least twice each year in a conference. Parents should feel free to make appointments through the principal's office for a conference with the child's teachers, counselor, or the administration. Parents will be contacted by the school administration, counselor, and teachers as they deem it necessary to discuss the needs of individual students throughout the school year.

### **CREDIT RECOVERY/CORRESPONDENCE COURSES**

Students may take a maximum of two (2) full credits (four (4) half credits) through on-site credit recovery or off-site correspondence. For the purposes of on-site credit recovery, students must have taken the course in a teacher led class before being eligible to take the corresponding credit recovery course. Credit recovery will be offered during the summer months for students going into grades 10-12 that are interested in making up a credit. There will be a fee associated with credit recovery which is the responsibility of the student to pay before being allowed to take part in credit recovery. For seniors that fail a fall course during the fall semester, they may be allowed to take a credit recovery course during the spring semester to replace a failed credit. In those cases, the senior must attend all scheduled Saturday School dates from the point they are assigned to credit recovery until they are completed with it. All credit recovery must be completed no less than one week prior to graduation to be able to walk during the ceremony. If successfully completed, students may use the grade assigned through credit recovery or correspondence to replace an in-class course grade of lesser value. . If it can be worked out in a student's schedule, a student may take credit recovery during a remediation period during the school day. Credit recovery may not be completed off-campus.

### **EARLY GRADUATION**

If a student wishes to graduate early, correspondence courses that are taken because of a deficiency will not be counted toward the number of cumulative credits earned. If a student chooses to graduate early, they forfeit the right to participate in any speaking activities at graduation and will be ranked with the class they were scheduled to originally graduate with. Students will participate in their original class activities, but may attend senior meetings as deemed necessary for graduation purposes.

## ENGLISH LANGUAGE LEARNERS

The district shall utilize the special needs funding it receives for identified English Language Learners on activities, and materials listed in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

## GIFTED AND TALENTED LEARNERS

Gifted and Talented children and youth are those of high potential or ability whose learning characteristics and educational needs require qualitatively differentiated educational experiences and/or services. Possession of these talents and gifts, or the potential for their development, will be evidenced through an interaction of above average intellectual ability, task commitment and/or motivation, and creative ability. The identification process yields information obtained through a variety of procedures and from independent sources.

- Procedures for obtaining information about students include at least two objective assessment methods such as group and individual tests of ability, achievement, and creativity.
- Procedures for obtaining information about students include at least two subjective assessment methods such as checklists, rating scales, product evaluations, and grades.
- An individual portfolio is designed for the students considered and viewed by the Identification Committee. A placement decision is then made.
- Students may be nominated for the program through teachers, counselors, parents, community members, peers, and students' themselves.

The K-2 students are served for 40 minutes a week in a GT Whole Group Enrichment class. Grades three through six are served through a Pull-Out Program and receive instruction in the GT Resource Room for a minimum of 150 minutes a week.

Grades 7-12 are served in a Secondary Course Content Program. Also students may take the College Board Approved Advanced Placement courses offered in the four core subject areas: AP English, AP Biology, AP History, and AP Calculus. Pre-AP courses are also offered in the core areas.

Nomination forms may be obtained through the GT Teacher/Coordinator for the district, Mrs. Jeanette Emerson. She can be contacted at the Elementary School - 284-3586.

## GRADING POLICY/GRADE POINT SCALE

A student's grade will reflect only educational objectives (pursuant to AR Code § 6-15-902).. A student's nine week grade counts as 40% of the semester grade. The grading scale and numeric value for courses offered by or transferred to the district, including AP/IB courses, shall be as follows (must take AP exam to receive weighted grade):

The grading scale and numeric value for courses offered by or transferred into the district, including AP, IB, or Approved Weighted courses, shall be as follows:

Regular Courses	AP/IB/Approved Weighted Courses
A 90-100=4 Quality Points	A 90-100=5 Quality Points
B 80-89=3 Quality Points	B 80-89=4 Quality Points
C 70-79=2 Quality Points	C 70-79=3 Quality Points
D 60-69=1 Quality Point	D 60-69=2 Quality Points
F 0-59=0 Quality Points	F 0-59= 0 Quality Points

The following example demonstrates how courses are counted and grade point average (G.P.A.) is calculated.

History A-	4.00
English B+	3.00
Algebra A	4.00
Science C+	2.00
13.00 divided by 4 (Total # of classes) = 3.25 G.P.A.	

The grade point values for Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be  $.25 (83) + .75 (73) = 75.5\%$ .

Parents will have access to the school's online electronic grade book program. Parents should expect regular updates in each class (whether through grades or teacher messages). While progress reports and report cards will still be sent home, the electronic grade book will offer constant updates for parents who are interested in taking advantage of the program.

### **Core Subject Grading Categories and Category Percentages**

#### **Math Department**

Tests/Quizzes 60%  
Classwork/Homework 40%

#### **Science Department**

Tests/Quizzes 50%  
Classwork/Homework 25%  
Labs/Lab Write-ups 20%  
Accelerated Reader 5%

#### **English Department**

Tests/Quizzes 30%  
Reading Assessments 25%  
Writing Assessments 25%  
Classwork/Homework 20%

#### **Social Studies Department**

Tests 50%  
Performance Assessments/Quizzes 30%  
Classwork/Homework 15%  
Accelerated Reader 5%

### **GRADING POLICY/MAKE-UP AND LATE WORK**

If a student misses school for any reason, other than out of school suspension or expulsion, they will be able to make up the work and will have the same amount of days to make up the work as the amount of days missed. Assignments given out or tests announced before an absence takes place will be due or taken upon return. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up. Teachers are responsible for providing the missed assignments when asked by a returning student. Students are required to ask for their assignments on their first day back at school or their first class day after their return. Students are responsible for turning in their make up work without the teacher having to ask for it. Parents may request make-up work for students who may be absent for several days. Please give the teachers at least 24 hours to collect homework assignments when they are requested.

It is the policy of Hector High School to allow late work in cases where extenuating circumstances arise. While the amount of time given by teachers for assignments may vary, accepting late work will be at the discretion of the teacher who assigned it or the principal. When allowed, late work must be completed in a timely manner. Any work not completed by the end of a 4 ½ week or 9 week grading period, whether extra time is given by the teacher or not, may result in a student receiving reduced credit for all work not completed.

### **HOME SCHOOL**

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

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

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

- The name, date of birth, grade level, and the name and address of the school last attended, if any;
- The location of the home school;
- The basic core curriculum to be offered;
- The proposed schedule of instruction; and

- The qualifications of the parent-teacher.

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

## **HOMEWORK**

Homework is an accepted part of the educational process. It will be assigned in most cases on a variable basis, and some work should be expected each night. As an extension of the classroom, homework must be planned and organized and should be viewed by the student as purposeful.

Parents are requested to help their children by establishing some homework guidelines and cooperating with the teacher in seeing that the assignments are completed. If you have any questions regarding homework, please contact your child's teacher. Teachers are aware of the potential problems students may have completing assignments from multiple teachers and will do their best to vary the amount of homework they give from day to day.

## **HONOR GRADUATES**

We do not recognize a valedictorian or salutatorian. We do recognize Honor Graduates (those students who have a 3.25 cumulative G.P.A.) at graduation. The top three Honor Graduates will be recognized and allowed to speak during the graduation ceremonies. Graduation speakers are required to submit their speeches to the building principal no less than 24 hours before the graduation ceremony.

ACT 980 OF 1991:"AN ACT TO ESTABLISH QUALIFICATIONS FOR DISTINCTION AS AN HONOR GRADUATE OF A HIGH SCHOOL AND MEMBERSHIP IN THE NATIONAL HONOR SOCIETY OR ITS EQUIVALENT; AND FOR OTHER PURPOSES." BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF ARKANSAS:

### **SECTION 1:**

- (a) Require students to complete at least (4) credits in mathematics and three (3) credits in science with at least two (2) credits in each area from courses with content comparable with that in college preparatory curriculum.
- (b) (1)For the purpose of meeting the requirements of (a) and (b), the students must complete the minimum core of course recommended by the State Board of Higher Education and State Board of Education pursuant to Arkansas Code 6-61-217 enlisted during the period of his enrollment in high school. The State Board of Education shall establish the requirements for a technical preparation which shall include the following:
  - (A) Require students to complete at least four credits each in mathematics and science, with at least two credits in each area from courses with content comparable to that in the college preparatory curriculum. the two high level math and science courses may be courses designed to teach essential content from the college preparatory curriculum through an applied or functional instructional process; and
  - (B) Require students to complete at least four credits in a vocational major and two related vocational credits.

### **SECTION 2**

- (a) Beginning with the 1991-92 school year, only a student who is enrolled in a course of study containing the minimum core of high school courses recommended for preparation for post-secondary education as set forth by the State Board of Higher Education and State Board of Education pursuant to Arkansas Code 6-61-217 or the technical preparation program as set forth by the State Board of Education shall be eligible for membership in the National Honor Society or any equivalent honorary society.
- (b) A student who is a member of any academic honor society on the effective date of this act shall be exempt from the provisions of (a) above.

## **LIBRARY-MEDIA CENTER**

The library has as its aim "service to the students and faculty". In order to achieve this aim, your library has the following objectives:

- to teach you how to find and use materials independently.
- to encourage reading for enjoyment as well as research.
- to teach rules concerning use of materials.
- to help you become lifetime users of libraries and thereby informed citizens.

Library Hours: 8:05-3:30. Books are checked out for a period of two (2) weeks. They may be renewed once by the student assistant at the desk; they may be renewed the second time by permission of the librarian. A fine of 10 cents per day will be levied for each day the book is overdue. Overdue notice and fine slips are printed each Monday and given to English teachers. They are then given to individual students.

### **LIBRARY-MEDIA CENTER CHALLENGED MATERIALS POLICY**

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

#### **Selection Criteria**

The criteria used in the selection of media center materials shall be that the materials:

- Support and enhance the curricular and educational goals of the district;
- Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature;
- Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
- Help develop critical thinking skills;
- Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
- Have literary merit as perceived by the educational community; and
- Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

#### **Retention and Continuous Evaluation**

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three years.

#### **Gifts**

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

#### **Challenges:**

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process. Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant. In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office. To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and

representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context. The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant. If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

Instructional and supplemental materials are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by filling out a *Challenge to Instructional Material* form available in the school's office. The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material. Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent. If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material. Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form. If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge. The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

## **MATH POLICY**

It is the goal of the HHS Math Department to ensure that all HHS students graduate with a mastery of the math skills necessary to succeed in life. In order to accomplish this goal, it will be necessary to place HHS students in courses that are appropriate for the skills that they have mastered or that will provide remediation to allow for further advancement in mathematics. Even though a student may receive a credit toward graduation with a 60% or better in a mathematics course, this does not ordinarily indicate a level of mastery sufficient to succeed in a higher-level course. With the advent of a permanent transcript "stamp" showing he did not master Algebra and Geometry skills, it is no longer to a student's advantage to advance to the next level of course work in mathematics until he/she is able to achieve at a "C" level.

Accordingly, students that do not achieve at least a 70% should not be automatically advanced to the next level of mathematics absent other indicators to offset their performance. Scores on such instruments as the Benchmark Exam, other End of Course (EOC) Exams, and STAR math tests can also be used as indicators of sufficient mastery to advance. It is also imperative that students whose poor performance indicates a need for remediation be transferred as soon as possible to a slower-paced class to allow time for them to make up any deficits in mathematics

skills before they are required to take an EOC Exam. After school tutoring and math lab are provided by the school and may be used for remediation purposes. Remediation in 7th and 8th grade classes can be handled with the rotation skills class coupled with targeted Accelerated Math reviews for mastery. Eighth graders will be guided toward Algebra I or Algebra A depending on the indications of skills mastery listed above.

Advancement in 9th - 12th grades will occur at the 70% mastery level, with corrective actions taken when the following remediation indicators occur:

"D" or below at 5 weeks - Conference with student and parents to evaluate placement in a slower-paced course for remediation. Placement will be changed at 9-weeks without improvement absent mitigating circumstances.

"D" or Below at Semester - Placement will be changed.

"Below Basic" Scores on Benchmark or EOC Exam - Change placement unless satisfactory class performance in current course and other mitigating circumstances occur.

"Basic" Score on Benchmark or EOC Exam - Evaluate current placement based on actual score on test and performance in current course.

### **PLACEMENT/GRADUATION STATUS (STUDENTS ENTERING FROM A NON-ACCREDITED SCHOOL OR HOME SCHOOL)**

Hector High School welcomes home schooled students and students who have attended non-accredited educational facilities. While these students will receive no graduation credit for the courses taken in a non-accredited situation, they will be offered the opportunity to earn those credits through the steps outlined below.

Hector High School will accept only those credits earned in an educational facility or program accredited by the state of Arkansas or similar recognition from another state. Those students who have earned credits from other non-accredited sources will be awarded credit upon completion of the following procedures:

- Produce transcript or similar records that indicate courses taken and grades achieved.
- Take an appropriate end of course test in the corresponding courses at Hector High School. In most cases this test will be a final test in the subject in which the student wishes to receive credit.
- Score a grade of 60% on the subject area test.
- Each student will have two opportunities to pass each subject test.

The entering student will receive credit for each course attempted on a pass/fail basis. The courses will count toward graduation but will not be calculated when determining a student's cumulative grade point average.

A student who enters from a non-accredited situation must earn at least 12 of the 22 required credits for graduation and all of the minimum designated honors courses at Hector High School to be eligible to be designated an honor graduate and be eligible to speak at graduation.

### **PLACEMENT/GRADUATION STATUS (STUDENTS ENTERING FROM AN ACCREDITED SCHOOL)**

The Hector School District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis.

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

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

### **PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance shall be recited during the first class period of each school day. Those students choosing to participate shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall be quiet while either standing or sitting at their desks. Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

### **POLICY FOR STUDENT PERFORMANCE**

It shall be the policy of the Board of Education of the Hector School District to develop the knowledge of all the students according to their capabilities. Students' assessment data shall include competency test scores, standardized test scores, subject matter mastery test scores and observations of teachers, and parents/guardians.

The test results will be evaluated by the counselor. The teachers will be given a list identifying basic skill weaknesses and the names of the students who did not master the skills. Working together the teacher, counselor, and principal will devise an academic plan whereby the child will have an opportunity to master these skills. The school will use, in addition to the basic curriculum, remedial work to be offered in the student's classroom, resource room, and computer software and peer tutoring.

### **PROGRESS REPORTS/PARENT TEACHER CONFERENCES**

Progress reports will be sent out to parents around the fifth week of each nine week grading period. The district's phone system will be utilized to help inform parents of when those reports are sent with students. Progress reports may be sent to indicate problem areas or recognize significant progress. Progress reports will be sent home by way of students. Students are responsible for delivering progress reports to parents. Parent/Teacher conferences will be held following the first nine week marking periods and in the middle of the third nine weeks grading periods.

### **READING ACROSS THE CURRICULUM**

Each semester, all students will be required to read at least one nonfiction book in all English, science, and/or social studies classes. In addition, all science and social studies teachers will give a grade to the student for the books read in their particular content area.

### **RELIGION IN THE SCHOOL**

The First Amendment of the Constitution states that "Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof" As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, "embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be." Therefore, it is the Board's policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student. The need for neutrality does not diminish our school system's educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District's goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other's religious or non-religious views. Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be so that they are objective and academically informational and do not advocate any particular form of religious practice. Instructional activities in the schools that are contrary to a pupil's religious beliefs or teachings shall be optional. The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate. Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

### **REPORT CARDS**

Grade reports will be distributed the week following the nine week marking period.

If parents have any questions concerning the marks on grade reports, they are urged to call the school and arrange for a conference with the teacher(s).

Any pupil receiving an "I" in any course has until the end of the next 9 week period to see the teacher and arrange to fulfill course requirements. Failure to do so within the specified time will result in an "F".

### **REMEDIATION POLICY**

Students not achieving a score of proficient on the End of Course Algebra I, Geometry, Biology, and/or Junior Literacy Test (applies to 9<sup>th</sup> through 12<sup>th</sup> grade students) will have their corresponding course credit withheld (In accordance with Act 35) until which time when he/she successfully completes the EOC remediation requirements prescribed by the ADE and successfully completes the corresponding EOC assessment or the course remediation requirements prescribed by the staff of Hector High School and/or pass the end of remediation assessment(s) prescribed in the student's AIP.

Students not achieving a score of proficient on the Math, Literacy, and/or Science Benchmark Test(s) (applies to 7<sup>th</sup> and 8<sup>th</sup> grade students) will be remediated as prescribed by the staff of Hector High School (In accordance with Act 35). Failure to complete the prescribed remediation and/or complete the end of remediation assessment may result in the student being retained.

## **SUMMER SCHOOL**

Students may take summer school courses to make up academic deficits. Hector School District does not provide summer school; however, students and parents are welcome to contact neighboring school districts to arrange for summer school services.

## **STUDENTS WHO ARE FOSTER CHILDREN**

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

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

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

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

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

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

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

## **ATHLETICS & ACTIVITIES**

### **ASSEMBLIES AND ATHLETIC EVENTS**

Assemblies will be held from time to time throughout the year. All students, except those in ISS, OSS or Expulsion, are required to attend assemblies unless excused by the principal. Assemblies are a scheduled part of the curriculum and, as such, are designed to be educational as well as entertaining experiences. They provide one of the few opportunities in school to learn formal audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, the performers are very conscious of their audience. Talking, whispering, stamping of feet, and "booing" are discourteous. Yelling is appropriate only at pep assemblies.

- Proceed to the assembly area quietly and promptly. Find your seat quickly.
- When the chairman of the assembly asks for your attention, give it to him/her promptly.
- Be courteous to the performers and to your neighbors. Don't use an interval of applause for the short time between numbers to start conversation.
- Applaud in keeping with the occasion. Applause should be generous and courteous. Never applaud during or after a devotional assembly.
- Do not leave the assembly until dismissed.
- Students are expected to conduct themselves properly at all athletic contests. Unsportsmanlike conduct such as "booing" or "baiting" the officials will not be permitted.

Your conduct at many of these programs will determine to a large extent the opinion that your visitors have of our school and community as a whole. It is in bad taste for students to talk while someone else has the floor. At the conclusion of each program, students are to remain seated until they receive instructions to leave.

## **ATHLETIC TEAM PARTICIPATION**

Participation in athletic team sports is open to all students regardless of sex, national origin, race, or religion; however, participation in athletic team sports is a privilege, not a right. Students on athletic teams will be held to a higher standard of behavior than other students in the school. As a part of that, positive attitudes and behavior in and outside of the school is expected of all students involved in team sports. Each sport and coach may have different rules which will apply to a particular team, but the following general guidelines are followed by the entire athletic program:

- Participation Guidelines
  - Pass a physical exam.
  - Have a signed participation form from your parent(s) or legal guardian(s).
  - Provide a copy of proof of health insurance to the school.
  - Have a 2.0 GPA or if you have below a 2.0 you must participate in the SIP program, according to AAA guidelines, if the school offers this opportunity.
  - Participate in our off-season strength and conditioning programs when you are not participating in a sport during any given season. The only exception to this would be if you needed to be placed in some type of remediation temporarily because of academic distress.
- Missing practices
  - When an athlete must miss a scheduled practice, it is the responsibility of the athlete to contact the coach ahead of time.
  - When a practice is missed, make-up conditioning will be required and the type and length of conditioning will be at the discretion of the coach.
  - In the event that a student fails to make contact with the coach in regard to missing a practice, the coach may assign extended conditioning up through suspension from the team.
- Changing Sports
  - In the event that an athlete would like to cease participation in a sport during a season but would like to take part in another sport later in the school year, the athlete has the option to remain in their previously assigned athletic period and attend off-season workouts until the start of the next sport's season. If he/she stops participating in a sport during that sports' season, he/she can and should participate in the current strength and conditioning program that is available. Participation in the next sport's practices will be limited to after school activities only.
  - In the event that an athlete would like to cease their participation in athletics, they will be scheduled into a study hall or other course (if at the beginning of a semester); however, when that schedule is changed, the student will no longer have the option of participating in athletics for the remainder of the school year.
- In-School Behavior
  - Extra conditioning, at the discretion of the coach, may be used in each sport for student athletes involved in severe misconduct at school which results in multiple days of lunch detention, ISS, SSS, OSS, or corporal punishment.
- Off-Season
  - Students that plan on taking part in a sport the following year are required to take part in off-season and summer activities for that sport. Students involved in multiple sports will work out on off-season schedules with the coaches of each sport.
- Expectations for Athletes
  - Hustle. Always be willing to out work your competition during and after the season.
  - Care about winning.
  - Be loyal to each other, the coaches and the team.
  - Know assignments – this breeds confidence.
  - Show courage on the athletic field, in school and in life.
  - Set high but obtainable goals.
  - Never make excuses.
  - Keep your poise at all times.
  - Encourage your teammates.
  - Be courteous to the officials.
  - Always have class – act like a winner.

- Always, always, always; Do Things Right.

### **ATTENDANCE REQUIREMENT FOR ACTIVITIES**

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall be limited. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students meeting this policy's criteria are eligible for extracurricular activities.

Students who are not in attendance for at least four (4) periods during the school day will not be allowed to participate in any school activity that day or night unless prior arrangements have been made with the office before the absence occurs.

### **REQUIREMENTS FOR PARTICIPATION IN AAA ACTIVITIES**

- Junior High:
  - A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.
  - The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.
  - The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her graduation requirements.
  - Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.
- High School:
  - In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:
  - Have earned a minimum Grade Point Average of 2.0 from all academic courses the previous semester; or
  - If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in a supplemental instruction program (at the discretion of the high school staff) to maintain their competitive interscholastic extracurricular eligibility.
  - In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).
  - In addition to the foregoing rules, the district shall abide by the rules and regulations of the Arkansas Activities Association (AAA) governing interscholastic activities.
- Senior High Standard Waiver request (SIP)- provided at the discretion of the district:
  - Students who pass at least four courses, but lack the 2.00 grade point requirement, may be eligible under these provisions.
    - Attendance for at least 100 minutes per week in an after school supplemental instructional program.
    - Have no unexcused absences for the remainder of any affected semesters.
    - Have no serious disciplinary referrals for the affected semesters (Out of School Suspension or Expulsion).
    - Have no known criminal convictions.

- Failure of the student to comply with any of the above cited requirements will result in immediate removal from any and all extracurricular activities.
- Availability and/or participation by a student in SIP are at the discretion of the high school staff. In cases where SIP is not available or a student fails to qualify, the student must maintain a 2.0 GPA to be eligible for extracurricular participation

## **CHEERLEADERS**

- Each spring during cheerleader selection, teachers and administration will contribute to the selection process with a 50% input based on classroom behavior.
- A 2.0 Grade Point Average (GPA) is required.
- Students who have received out-of-school suspension (OSS) or expulsion during the previous year are not eligible to participate during the current school year.
- No uniforms will be worn during class time.
- Cheerleaders are required to cheer at all assigned games unless an emergency occurs.
- Cheerleaders are required to stay in their designated class room during their activity period with their sponsor. NO roaming is allowed.
- Cheerleader practice attire will only be allowed during training activities where cheerleading safety is an issue. Running, exercise, and conditioning are not considered safety issues; therefore, the student athletics dress code will apply.

## **DANCES**

Dances are for HHS students. Students planning to bring a date that is not enrolled at HHS (whether a graduate of HHS or not) must register that date in the principal's office prior to 12 noon on the day of the dance or as otherwise directed by the principal. Also, the date being registered cannot be over the age of 20 at the time of the dance. For the purposes of Prom, dates cannot be in the 7<sup>th</sup> or 8<sup>th</sup> grade at the time of the Prom. Once a person leaves a dance, they are not allowed to return. If a student is asked to leave any school dance because of conduct and/or violation of school rules, that student is prohibited from attending future HHS dances, either as a student or as a graduate.

## **EXTRACURRICULAR ACTIVITIES**

Extracurricular and non-instruction activities in the Hector School District are defined as follows:

- Any K-12 activity outside of the student's scheduled classes not dealing directly with the academic curriculum. Vocational organizations are considered as an intricate part of the curriculum and will also be included as extracurricular. At Hector High School this would include: Athletics, student organizations and groups, clubs, cheerleaders, vocational organizations and sanctioned 4-H events.

Students at school-sponsored, off-campus events will be governed by the school district rules and regulations and are subject to the authority of school district personnel. Failure to obey the rules and regulations and/or failure to obey reasonable instructions of school district personnel shall result in disciplinary action applicable under a regular school program.

Activity events involving two or more schools will, whenever possible, be scheduled on weekend dates and holidays or after 4:30 P.M. on school days. Any event scheduled on school days prior to 4:30 P.M. shall have Arkansas Activities sanction and shall be scheduled only when no other appropriate times are available.

## **FEES AND DUES- LOCKERS AND MEMBERSHIPS**

- Lockers may be rented for \$3.00 per year. Only students that pay the locker fee are to be assigned a locker.
- Some fees and/or dues may be necessary for classes (see the FIELD TRIPS AND CLASS TRIPS section below) or membership in some student organizations. The faculty will do all it can to make these fees/dues known to the student at the beginning of the school year.

## **FELLOWSHIP OF CHRISTIAN ATHLETES**

The Fellowship of Christian Athletes is an organization of Christian student athletes dedicated to serving the needs of their fellow students and the community. Members join together in fellowship on a regular basis and participate in fund-raising for the purpose of attending retreats and an annual trip to see a Razorback football game.

## **FIELD TRIPS AND CLASS TRIPS**

School field trips may be taken when justified. Written permission must be obtained from the parent or guardian of each student before students are taken on educational field trips away from the school campus. Field trips cannot be made without the permission of the principal.

- Each field trip will be adequately supervised so that good discipline may be maintained.
- Each child who goes on a field trip must have written parental consent.
- The school bus safety code adopted by the Board will govern the behavior of pupils while on the bus.
- School bus transportation will be used when arrangements can be made to do so without disrupting regular school bus schedules.
- The time of departure and the estimated time of return shall be announced in advance.
- Any other class trips will be planned with the Principal and sponsors. Participation guidelines will be determined at that time.
- Senior Class Trip
  - The senior class will be allowed to attend an overnight trip for a maximum of two nights.
  - Before the trip can be taken, at least 50% of the graduating seniors must plan on attending. Participation in the class trip will be limited to those seniors who have successfully fulfilled the fundraising and academic requirements set out by the principal and class sponsors and have paid all class dues.
    - As part of that fundraising requirement, all students, grades 7-12, will be asked to pay class dues each year which will be used, in part, to pay for their senior class trip.
    - For the purposes of this class dues policy, the following amounts will be used to assist families by spreading out the expense over time:
      - All students in grades 7-10 will be responsible for paying \$15 annually
      - All students in grades 11 & 12 will be responsible for paying \$20 annually
      - Before a senior trip can be participated in, each senior must have paid \$100 in class dues regardless of the amount of time they have been enrolled in Hector Schools.
      - This policy will apply to all seniors starting with the 2009-10 class
    - As part of the academic requirements, all seniors wanting to attend the class trip must have all credit recovery completed (if applicable), must not have exceeded the maximum number of unexcused absences allowed by this student handbook, and must not be in danger of failing to graduate with their class during the graduation ceremony as set by the school administration.
  - The location of the trip will be limited to an eight (8) hour radius from the high school.
  - The lodging chosen for the trip will be limited to hotels with inner room doors. Motels with their main room doors exiting outside will not be used for supervisory reasons.
  - During the trip, seniors will be held to the school code of conduct. Misbehavior/misconduct may result in the senior not being allowed to participate in the graduation ceremony as determined by the administration.

## **LIMIT TO OFFICES A STUDENT CAN HOLD**

A student may be president of only one organization in each school year. A student may serve as president of his/her class and be president of an organization. A student cannot hold an office of a class or organization if he or she has below a 2.0 grade point average the previous semester and have no serious discipline referrals the previous year (This includes out of school suspension or expulsion).

## **PICTURES**

School pictures will be held periodically during the school year. All pictures issued to the student must be paid for or returned to the school. Special pictures are made from time to time. A deposit must be paid before a special picture is allowed to be taken.

## **ATTENDANCE**

### **ATTENDANCE POLICY**

Residence requirements:

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

- “Resident” means a student whose parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside in the school district.
- “Residential address” means the physical location where the student’s parents, legal guardians, persons having legal, lawful control of the student under order of a court, or persons standing in loco parentis reside. A student may use the residential address of a legal guardian, person having legal, lawful control of the student under order of a court, or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.
- The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, or other persons having lawful control of the person under an order of a court reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.
- Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents or guardians for school attendance purposes.
  - In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parents, guardians, or other persons having lawful control of him or her under an order of a court, the person must actually reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.
- A child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and his/her child or ward reside outside the district.
- A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

#### Entrance requirements

- To enroll in a school in the District, the child must be a resident of the District, meet the Homeless Student criteria, be accepted as a Transfer Student, or participate under a school choice option and submit the required paperwork as required by the choice option.
- Students may enter kindergarten if they will attain the age of five (5) on or before August 15 of the year in which they are seeking initial enrollment. Any student who has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days, who will become five (5) years old during the year in which he/she is enrolled in kindergarten, and who meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District.
- A child who was enrolled in and attended a state-approved prekindergarten program for children four (4) years of age for a minimum of one hundred (100) days during the 2009-10 school year and also enrolled in and attended a state-approved prekindergarten program for a minimum of one hundred (100) days during the 2010-11 school year will be eligible to enroll in kindergarten for the 2011-12 school year if the child will be at least 5 years of age no later than September 15 of the 2011-12 school year.
- Any child who will be six (6) years of age on or before October 1 of the school year of enrollment and who has not completed a state-accredited kindergarten program shall be evaluated by the district and may be placed in the first grade if the results of the evaluation justify placement in the first grade and the child’s parent or legal guardian agrees with placement in the first grade; otherwise the child shall be placed in kindergarten.
- Any child may enter first grade in a District school if the child will attain the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.
- Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.
- The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.

Prior to the child’s admission to the school district:

- The parent, guardian, or other responsible person shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the department of education.
- The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child's age:
  - A birth certificate
  - A statement by the local registrar or a county recorder certifying the child's date of birth
  - An attested baptismal certificate
  - A passport
  - An affidavit of the date and place of birth by the child's parent or guardian
  - United States military identification
  - Previous school records.
- The parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding.
- The child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubeola) measles, rubella, and other diseases as designated by the State Board of Health, or have an exemption issued by the Arkansas Department of Health. Proof of immunization shall be by a certificate of a licensed physician or a public health department acknowledging the immunization. Exemptions are also possible on an annual basis for religious reasons from the Arkansas Department of Health. To continue such exemptions, they must be renewed at the beginning of each school year. A child enrolling in a district school and living in the household of a person on active military duty has 30 days to receive his/her initial required immunizations and 12 months to be up to date on the required immunizations for the student's age.

**Compulsory Attendance:**

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 15 of that year who resides, as defined by policy, within the District shall enroll and send the child to a District school with the following exceptions.

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

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

An excused absence is any absence for the following:

- Student's Personal illness, medical appointment, or when attendance could jeopardize the health of other students (Verified by a doctor's note with corresponding days listed)
- Death in the immediate family (Verified by a copy of the funeral bulletin or other documentation).
- A family emergency (circumstances to be explained to the principal and so designated by the principal).
- A court appearance (Verified by court documentation)
- Attendance at an appointment with a government agency (Verified by corresponding documentation from that agency)
- Students who serve as pages for a member of the General Assembly
- Participation in a 4-H sanctioned activity. Every attempt should be made by the student to pick up class work that will be missed BEFORE the trip takes place and return it the next school day.
- Participation in the election poll workers program for high school students.

- An educational experience prearranged and designated by the principal to be of educational significance. Every attempt should be made by the student to pick up class work that will be missed BEFORE the trip takes place and return it the next school day.
- School sponsored trips. Every attempt should be made by the student to pick up class work that will be missed BEFORE the trip takes place and return it the next school day.
- Necessary post secondary planning for seniors. A maximum of 1 day per semester will be allowed for post secondary planning and must be approved by the counselor. Evidence from attendance at the post secondary institution must be given to the school before the absence will be excused.
- A maximum of two (2) partial days are allowed for driver's examinations. Students should plan on attending a portion of the school day when taking drivers examination. Whole days will not be excused for driver's examinations.
- A maximum of two (2) days per semester shall be granted to allow a student to visit his/her parent or legal guardian who is a member of the military and has been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting.
- The principal also reserves the right to excuse absences based on extenuating circumstances not covered above.
- Unless the school district determines any other circumstances not covered above to be excused, absences will be considered unexcused.

Every effort should be made by the student to provide documentation for an absence, if available, upon return to school. Absences which do not have corresponding documentation, will be considered unexcused until documentation is provided. Phone calls and parent notes are no longer needed or accepted. Either documentation is provided or the absence is considered unexcused. For most cases, students should supply documentation to the school no later than five (5) school days from the date he/she returns to school. Although assistance in obtaining credit for their courses will be provided to students that have excessive absences, excessive excused absences may be the basis for the denial of course credit, promotion, or graduation.

#### Unexcused absences:

- Absences not defined above or not having accompanying documentation shall be considered as unexcused absences
- Days missed due to expulsion or suspension will not be considered unexcused absences and will not count toward the unexcused total; however, any work missed as a result of a suspension or expulsion will receive a grade of zero, and during a suspension or expulsion, students are not allowed to attend extracurricular events sponsored by the school district
- Students will be given 6 unexcused absences each semester before credit may be refused.
- On the 7<sup>th</sup> unexcused absence in any one class, credit may be refused in that class. Once seven (7) unexcused days has been reached, an attendance committee (made up of the, principal, counselor, and at least one teacher) will be formed to determine if credit should be denied.
- Absences which are considered excused will not count as part of the 6 unexcused absence limit used in determining if credit should be given or not.
- Excessive absences shall not be a reason for expulsion or dismissal of a student.

The school shall contact parents by letter after the third and sixth unexcused absences.

They will also inform the parents that their student has been denied credit in a class or classes if that is the decision of the attendance committee. According to Act 473, students with excessive absences (absences which result in a loss of credit) are then reported to the prosecuting attorney and civil charges can be filed against the parent.

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

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

## **MANDATORY ATTENDANCE POLICY**

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

- Students may be assigned to no more than one (1) class period each day for a study hall that the student shall be required to attend and participate in for the full period. Such study halls are to be used for the purposes of self-study or for organized tutoring which is to take place in the school building.
- Students may be assigned to no more than one (1) class period each day for organized and scheduled student extracurricular classes that the student shall be required to attend and participate in for the full class period. Extracurricular classes related to a seasonal activity shall meet for an entire semester whether or not the season ends prior to the end of the semester. Students must attend and participate in the class for the entire semester in order to receive credit for the course. For the purpose of this policy, extracurricular classes is defined as school sponsored activities which are not an Arkansas Department of Education approved course counting toward graduation requirements or classes that have not been approved by the Arkansas Department of Education for academic credit. Such classes may include special interest, fine arts, technical, scholastic, intramural, and interscholastic opportunities.
- Enrollment and attendance in vocational-educational training courses, college courses, school work programs, and other department-sanctioned educational programs may be used to satisfy the student attendance requirement even if the programs are not located at the public schools. Attendance in such alternative programs must be pre-approved by the school's administration. The district shall strive to assign students who have been dropped from a course of study or removed from a school work program job during the semester into another placement or course of study. In the instances where a subsequent placement is unable to be made, the district may grant a waiver for the student for the duration of the semester in which the placement is unable to be made.

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

## **POLICY FOR ADMITTANCE TO CLASS AFTER ABSENCE**

When a student is absent from school, whether all day or partial, he/she must check in with office personnel with a doctor's note, court documentation, or other documentation is applicable. The office will determine by existing rules if the absence is excused or unexcused. If documentation for an absence(s) is not received upon the return of the student to school, the absence(s) will be considered unexcused until appropriate documentation is provided.

## **CHECKING OUT POLICY**

- Parents or guardians must send a note with the child or come in person to check out a student. Students checking out must have a note from their parent. The note must include the date, time to be released, and a parent/guardian signature. Phone calls will only be accepted in emergency situations as determined by the office staff.
- A student may not use the phone to call and check out without the approval of the principal.
- Students may not check out during the lunch period unless a note is sent by a parent and then only on a very limited basis as deemed necessary by the principal. Leaving to get food is not considered a necessary reason. Food may be brought to school if the cafeteria's offerings for the day are not attractive to the student or parents.

## **AWARDS & RECOGNITION**

### **AWARDS**

An awards assembly will be held near the end of the school year to honor students in the areas of academics, service, attendance and other areas of high achievement.

## **GIRLS' STATE-BOYS' STATE**

Girls' State - Boys' State is sponsored by the American Legion Auxiliary and the American Legion. Each year, faculty members and the principal will select girls and boys from the junior class to serve as representatives at Girls' State/Boys' State. Leadership, character, honesty, scholarship, cooperativeness, community participation, and service are necessary for selection.

## **HOMECOMING/MR. & MS. HHS**

Eligibility requirements for all homecoming participants:

- Must be classified academically as a ninth grader (freshman). We will no longer have 7<sup>th</sup> and 8<sup>th</sup> grade students taking part in homecoming festivities for football or basketball (This includes Basketball Homecoming Class Favorites). However, 7<sup>th</sup> and 8<sup>th</sup> grade class favorites will be chosen by their peers and recognized by the school in the yearbook.
- Must have attended Hector High School the previous semester.
- Must have a 2.0 grade point average the previous semester.
- Must have no serious discipline referrals the current or previous semester as determined by the principal. (ex: Behavior resulting in an out-of-school suspension or expulsion)
- Each student, meeting the above requirements, is eligible to participate in homecoming festivities once per year (this portion does not apply to Basketball Homecoming Class Favorites). If a student participates in football homecoming, they are disqualified from taking part in basketball homecoming in the same school year. If they participate in basketball or football homecoming the previous year, they will still qualify to take part in homecoming festivities the next school year.
- Homecoming Maids will be escorted by their father or other significant family member during the festivities.

Voting for homecoming participants:

- All voting for homecoming and class favorites will be done by secret ballot ONLY.
- Maids and class favorites will be voted on by their class peers only.
- Once the senior maids have been determined, the queen for both the football and basketball homecoming will be determined by a vote of the entire student body.
- Before tabulation takes place, all votes cast will be sent to the office where the final tabulations will take place.
- Only faculty members (a minimum of two) will be allowed to tabulate votes.
- Once the final results are determined, homecoming participants will be contacted.
- For both the Football and Basketball Homecoming festivities, the maids are asked to invite their fathers or other significant adult male figure to accompany them during the ceremony.

Eligibility and Voting requirements for Mr. & Ms. HHS

- Must have attended Hector High School the previous semester.
- Must be classified as a senior for the current school year AND be in line to graduate
- Must have a 2.0 grade point average the previous semester.
- Must have no serious discipline referrals the current OR previous semester as determined by the principal. (ex: Behavior resulting in an out-of-school suspension or expulsion)
- For the purposes of selection, the senior boys and girls that meet the above requirements will be included on the selection ballot. From that ballot, the entire student body will vote for their representative for Mr. & Ms. HHS.
- Before tabulation takes place, all votes cast will be sent to the office where the final tabulations will take place.
- Only faculty members (a minimum of two) will be allowed to tabulate votes.
- Once the final results are determined, the representatives will be contacted.
- If no majority is established, the top two will be taken

## **HONOR ROLL**

A student achieving grades of all A's and/or B's will qualify for the scholastic honor roll and will be recognized. Certificates of achievement are given each semester. Students who qualify for the honor roll both semesters (2<sup>nd</sup> semester grade will be based on the average of the 3<sup>rd</sup> nine weeks and the 4<sup>th</sup> nine weeks progress report) will receive a special certificate and be recognized at an awards assembly.

## DISCIPLINE

### BEHAVIOR CODE VIOLATIONS AND SANCTIONS (RULES & CONSEQUENCES)

The following activities are considered major infractions of proper conduct. The violation of a rule will occur whether the conduct takes place on the school grounds at any time, off the school grounds at a school supervised activity, function, or event, or en route to and from school. Below is a list of possible disciplinary actions to be taken. The administration reserves the right to determine the level of disciplinary action taken based on the severity of the infraction.

Students and staff require a safe and orderly learning environment that is conducive to high school achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prior to referral to the principal, the teacher has given verbal prompts to correct the behavior and has spoken to the student regarding the undesirable behavior one on one, in an effort to correct the wrong behavior. When a teacher refers a student to the principal, it is after he/she has exhausted all in-classroom options. When corporal punishment is an option, the decision will be made by the principal, not the student.

The following list of consequences may be utilized by the building principal or superintendent to address unacceptable behavior based on the severity of the offense:

- Official Verbal Warning
- Administrative conferences with students and/or parents
- Lunch Detention- up to and including five days simultaneously.
- In-school suspension- One or more days
- Corporal Punishment
- Saturday School Suspension
- Out-of-school suspension- up to and including ten days
- Referral for court-ordered intervention
- Recommendation for expulsion- up to and including one calendar year

Prohibited behaviors include but shall not be limited to the following:

#### **Rule 1: INSUBORDINATION**

Disobedience toward a school official or disregard of directions or commands is considered insubordination. "Talking Back" or Disrespectful actions toward a teacher are also considered insubordination. This also includes refusal to turn over a cell phone to a teacher if caught actively using it in a classroom or other non-designated area (see rule 33).

#### **Rule 2: CLASS DISRUPTION**

A student shall not engage in any behavior that prevents a teacher from conducting a class according to lesson plans.

#### **Rule 3: TRUANCY**

A student shall not be absent from school without parent's and/or school authorities' prior knowledge and consent. After arrival on campus, a student absent from his/her assigned learning station without permission from school authorities shall be considered as truant. (Ark. Stat. 80-1509, 80-1512). Examples of truancy are as follows: being on campus and not in assigned class, leaving campus without following the sign out procedures, missing part of a school day and not signing in when arriving at school, a student skipping classes or remaining in the restroom without permission, missing school all day without parental permission.

#### **Rule 4: POSSESSING, BUYING OR SELLING OBSCENE LITERATURE**

A student shall not possess or attempt to distribute obscene literature on school grounds or during school sponsored activities

#### **Rule 5: DANGEROUS WEAPONS**

No student shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon while in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, en route to or from school or any school sponsored activity, off the school grounds at any school bus stop, or at any

school sponsored activity or event. Military personnel, such as ROTC cadets, acting in the course of their official duties are excepted.

- A weapon is defined as any knife, gun, pistol, revolver, shotgun, BB gun, rifle, pellet gun, razor, ice pick, dirk, box cutter, numchucks, pepper spray or other noxious spray, explosive, or any other instrument or substance capable of causing bodily harm.
- Possession means having a weapon, as defined in this policy, on the student's body or in an area under his/her control. If, prior to any questioning or search by any school personnel, a student discovers that he/she has accidentally brought a weapon to school including a weapon that is in a vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.
- Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of not less than one year. The School Board shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.
- The mandatory expulsion requirement for possession of a firearm does not apply to a firearm visibly stored inside a locked vehicle on school property nor to activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs, hunting safety or military education, or before- or after-school hunting or rifle clubs. A firearm brought inadvertently to school by a student shall be grounds for disciplinary action against the student, but the School Board of Directors may consider the "inadvertent circumstances" of the incident in determining the student's discipline.
- The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement,

**Rule 6: FAILURE TO COMPLY WITH RECOMMENDATION OF SCHOOL HEALTH OFFICIALS TOWARD THE CONTROL OF INFECTIOUS DISEASE.**

All students must follow the guidelines set by the school health officials toward the control of infectious diseases. Failure to follow guidelines may result in out of school suspension.

**Rule 7: LEAVING DESIGNATED AREA WITHOUT PERMISSION.**

After arrival on the school campus a student shall not leave a designated area without permission from school authorities. (Ark. Stat. 80-1512).

**Rule 8: STUDENTS UNDER THE INFLUENCE OF OR HAVING POSSESSION OF ALCOHOLIC BEVERAGES, CONTROLLED SUBSTANCES, PRESCRIPTION OR OVER THE COUNTER DRUGS, AND OTHER PROHIBITED MATERIALS DURING THE REGULAR SCHOOL DAY OR DURING EXTRA-CURRICULAR ACTIVITIES.**

Students under the influence of or having possession of alcoholic beverages, controlled substances (illegal drugs), marijuana, materials expressly prohibited by federal, state, or local laws, or any non-prescribed substances which alter behavior on school property, at school functions, at the visited school, or during extra-curricular activities, may be suspended or recommended for expulsion. Furthermore, the students may be prosecuted. (Ark. Stat. 41-2913, 41-1963, 80-1916, 80-1917). Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.

**Rule 9: STUDENTS INVOLVED IN SALE OF ALCOHOLIC BEVERAGES, CONTROLLED SUBSTANCES, MARIJUANA, OR OTHER MATERIALS**

A student who is determined to be involved in the sale of alcoholic beverages, controlled substances (illegal drugs), marijuana, or other materials expressly prohibited by federal, state, or local laws on school property, at school functions, at the home school, or at the visited school shall be recommended for expulsion. Furthermore, the student may be prosecuted according to Act 590 or 1971 of the State of Arkansas as amended.

Arkansas law prohibits the sale or attempted sale of any substance which the person selling or attempting to sell claims to be a controlled substance whether claim is valid or not. (Ark. Stat. 82-1115). Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.

**Rule 10: STUDENTS INVOLVED IN HAZING, OR AIDING IN THE HAZING OF ANOTHER STUDENT**

Hazing is defined as a ritualistic test and/or task, which may constitute harassment, abuse, or humiliation with requirements to perform random, often meaningless tasks, sometimes as a way of initiation into a social group. The definition can refer, but is not limited to, either physical (sometimes violent) or mental (possibly degrading) practices. A student shall not instigate, aid in, or be directly involved in the hazing of another student on school property, at school functions, at the visited school, or during extra-curricular activities.

**Rule 11: DANGEROUS INSTRUMENTS, AND CONTRABAND**

A student shall not possess, handle, or transmit a knife, razor or any other object that might reasonably be considered a dangerous weapon, or any other contraband materials. According to severity, recommendation for expulsion from school for remainder of semester may be necessary.

**Rule 12: PHYSICAL ABUSE OR ASSAULT BY A STUDENT ON A SCHOOL EMPLOYEE**

A student shall not threaten, physically abuse, or attempt to physically abuse, or behave in such a way as to be perceived to threaten bodily harm to any other person (student, school employee, or school visitor). Any gestures, vulgar, abusive or insulting language, taunting, threatening, harassing, or intimidating remarks by a student toward another person that threatens their well-being is strictly forbidden. This includes, but is not limited to, fighting, racial, ethnic, religious, or sexual slurs.

Furthermore, it is unlawful, during regular school hours, and in a places where a public school employee is required to be in the course of his or her duties, for **any** person to address a public school employee using language which, in its common understanding, is calculated to: a) cause a breach of the peace; b) materially and substantially interfere with the operation of the school; and/or c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

A student who commits assault and/or battery upon a member of the faculty or staff of the Hector School District shall be expelled from the District for the remainder of the school year with loss of credits. (Ark. State. 41-1601, 41-3104, 80-1905). Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

**Rule 13: SEXUAL HARRASSMENT, INDECENT EXPOSURE, OR SEXUAL ADVANCES**

The Hector School District is committed to having an academic environment in which all students are treated with respect and dignity. Student achievement is best attained in an atmosphere of equal educational opportunity that is free of discrimination. Sexual harassment is a form of discrimination that undermines the integrity of the educational environment and will not be tolerated.

Believing that prevention is the best policy, the District will periodically inform students and employees about the nature of sexual harassment, the procedures for registering a complaint, and the possible redress that is available. The information will stress that the district does not tolerate sexual harassment and that students can report inappropriate behavior of a sexual nature without fear of adverse consequences. The information will take into account and be appropriate to the age of the students.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment as defined in this policy. Any student found, after an investigation, to have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

Sexual harassment refers to unwelcome sexual advances, requests for sexual favors, or other personally offensive verbal, visual, or physical conduct of a sexual nature made by someone under any of the following conditions:

- Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
- Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
- Such conduct has the purpose or effect of substantially interfering with an individual's academic performance or creates an intimidating, hostile, or offensive academic environment.

The terms "intimidating," "hostile," and "offensive" include conduct of a sexual nature which has the effect of humiliation or embarrassment and is sufficiently severe, persistent, or pervasive that it limits the student's ability to participate in, or benefit from, an educational program or activity.

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances. Depending upon such circumstances, examples of sexual harassment include, but are not limited to: unwelcome touching; crude jokes or pictures; discussions of sexual experiences; pressure for sexual activity; intimidation by words, actions, insults, or name calling; teasing related to sexual characteristics; and spreading rumors related to a person's alleged sexual activities.

Students who believe they have been subjected to sexual harassment, or parents of a student who believes their child has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will assist them in the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment. To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form.

Students who knowingly fabricate allegations of sexual harassment shall be subject to disciplinary action up to and including expulsion.

Individuals who withhold information, purposely provide inaccurate facts, or otherwise hinder an investigation of sexual harassment shall be subject to disciplinary action up to and including expulsion.

#### **Rule 14: BOMB THREATS**

A student who calls in a bomb threat and/or any other threat to the health and safety of students and employees will be referred to the legal authorities and will be recommended for expulsion. (Ark. Stat. 41-2911, 41-2912).

#### **Rule 15: FIGHTING**

When students fight, every effort will be made to determine who is at fault. When a cooling off period is needed, both students may be immediately suspended until an effort to determine fault is made. Students involved in a fight are subject to disciplinary action up to and including expulsion. If a student is found to have not initiated the fight, he/she should not be suspended, but alternate punishment may be applied with regard to actual involvement. Anyone inciting a fight or involved in loud, disruptive arguments (near fights) may also be subject to the same disciplinary action as those who are actually striking blows. Also, students responsible for recording video and/or audio of a fight and/or sharing video and/or audio recordings with other students on school property may be subject to disciplinary action up to and including expulsion. Punishment for any of the actions above may be applied with regard to actual involvement (Ark. Stat. 4108).

#### **Rule 16: DAMAGE OR DESTRUCTION OF PROPERTY OR THEFT OR EXTORTION**

A student shall not damage or attempt to cause damage or steal or attempt to steal the property of another or any other person or of the school. The Hector School District will attempt to recover damages from any student destroying school property. Parents of any minor student under the age of 18 will be liable for damages caused by said minor. (Ark. Stat. 41-2203, 50-109, 80-1903, 80-1904). No student shall obtain or attempt to obtain something of value from another person either by physical force or by threat (illegal acts).

#### **Rule 17: DISORDERLY CONDUCT**

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage

in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities.

Disorderly activities by any student or group of students that adversely affect the school's orderly educational environment shall not be tolerated at any time on school grounds. Teachers may remove from class and send to the principal or principal's designee a student whose behavior is so unruly, disruptive, or abusive that it seriously interferes with the teacher's ability to teach the students, the class, or with the ability of the student's classmates to learn. Students who refuse to leave the classroom voluntarily will be escorted from the classroom by the school administration.

**Rule 18: PROFANITY, VERBAL ABUSE, OBSCENE GESTURES**

A student shall not use profane, violent, vulgar or insulting language at any time. A student shall not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the education process. (Ark. Stat. 41-2908, 41-2922, 41-2923).

**Rule 19: CAFETERIA REGULATIONS**

Courtesy is always commendable and we need to be courteous in our cafeteria. We would appreciate your cooperation in complying with the following rules.

- Stay in line and do not break, push, or run.
- Have money or ticket ready for cashier.
- Be polite to fellow student and especially to the cafeteria workers.
- Remove trays and milk cartons from your table.
- A place will be provided for those students who bring their own lunch.
- Food is to be eaten in the cafeteria. No food is to be carried out.
- Students are to behave in an orderly manner in the cafeteria.
- After finishing his meal a student should leave his eating area clean.
- Students shall remain in the cafeteria for the first 15 minutes of their lunch period unless they have teacher permission to do otherwise.

**Rule 20: FORGERY AND/OR FALSIFICATION OF GENERAL INFORMATION**

A student shall not forge another person's name to any pass or student scheduling information, nor falsify telephone numbers and addresses on general information forms.

**Rule 21: BULLYING**

A student shall not instigate, aid in, or be directly involved in the bullying of another student on school property, at school functions, at the visited school, during extra-curricular activities, and may extend outside of the regular scope of school district control depending on the circumstances. Please refer to the Anti-Bullying Policy found in the policy section of this handbook.

**Rule 22: LOITERING BY SUSPENDED STUDENTS**

A student provided written notification that because of an act of misbehavior he/she is prohibited from being in a school building or on a school campus for a specified period of time shall not enter any school building or be present on any school grounds. (Ark. Stat. 41-2914, 80-1906, 80-1915).

**Rule 23: SMOKING TOBACCO AND/OR USING SMOKELESS TOBACCO**

A student shall not smoke or possess tobacco in any school area or at any time. All students are prohibited by Arkansas Law (Act 728 of 1977) from smoking or using tobacco on school campus or a school bus. (Ark. Stat. 41-2465).

**Rule 24: VIOLATION OF PARKING AND DRIVING REGULATIONS**

A student using any type of vehicle (bicycle, motorcycle, automobile, truck) as a means of transportation to and from school shall not violate the rules and regulations set forth by the principal of the school. Students in grades ten through twelve may drive cars and trucks to school. Vehicles must be parked in the assigned area on campus, be registered with the school, and display a current decal. Each student must have a current Arkansas Driver's License and proof of insurance.

**Rule 25: GAMBLING**

A student shall not engage in any game of chance on school premises at any time. (Ark. Stat. 41-3261, 41-3262).

**Rule 26: CHEATING**

A student shall not cheat on tests or any other classroom assessment nor shall a student aid other students in cheating. In the event that a student is found to have cheated or helped another student cheat, the student will receive a zero and may face disciplinary action.

**Rule 27: OVERT AFFECTION (Public Display of Affection)**

A student shall not display inappropriate physical contact with another student during the school day, school functions, or during extra-curricular activities (at home or away). As a guide for understanding what would be considered overt affection and what would not, students should refrain from the following:

- Kissing on the mouth or cheek
- Hugging passionately
- Placing hands on another person for the purposes of caressing or other type of touch
- Sitting on others' laps
- Giving or receiving piggy-back rides

Other types of physical contact may also be considered overt affection. The principal reserves the right to determine the appropriateness of the behavior not covered above.

**Rule 28: DRESS AND GROOMING**

It is important that schools have some regulations concerning dress and appearance of students. The dress and appearance of students should in no way disrupt and impede the maintenance of a proper educational atmosphere in the classroom or on the campus. It should never be of such a nature as to result in distraction of other students.

Specific regulations that should be observed are as follows:

1. Wear clothes that adequately cover the body. Low cut blouses or shirts that show cleavage are not allowed. Cover the midriff. Wear shirts or blouses that are long enough to cover the midriff and tuck into the waistband of the pants. Low rise jeans do not make a bare midriff excusable; neither does wearing a shirt over a midriff-baring shirt. Low rise jeans or jeans worn to show underwear or the buttocks are not allowed.
2. Wear only appropriate clothing for the occasion (i.e. gym clothes should be worn only during P.E. class and in the gym).
3. Maintain hair styles that are neat and well groomed at all times.
4. Wear shirts and dresses that have sleeves. A sleeve is defined as any shirt with a seam at the shoulder and fabric connected to it that is intended to be worn on some portion of the arm. All shirts must be long enough to tuck into pants. See through or mesh shirts or dresses are unacceptable.
5. Articles of clothing that have alcohol, tobacco, drugs, vulgar or abusive language, or other suggestive material which compromises the instructional atmosphere of the school are prohibited. Given the well-publicized and often identified social problems and health risks identified with substance abuse, the wearing of emblems, ads, etc. which advertise or promote the use of drugs, alcohol, or tobacco are prohibited.
6. Wear appropriate footwear at all times. Individual class requirements may impose other restrictions on footwear as class activities dictate (gym shoes for P.E., closed toe shoes for lab, etc.)
7. Wear only knee-length shorts, dresses, or skirts. Short shorts and spandex are not allowed.
8. Pants, shorts, dresses, or skirts must not expose skin above the knee. Any holes, cuts, tears, or other types of exposed areas (whether done by a clothing manufacturer or not) on those articles of clothing must be covered or clothing must be worn underneath to keep skin from being exposed. Boxers, spandex, pajamas or other undergarments are not allowed as a method to cover skin above the knee.
9. No head-coverings are allowed in school unless approval is given by the principal. This includes caps, hats, bandanas, skull caps, beanies, or any other items worn on the head. Head-coverings may be worn out on the front grounds before school, after school, or at after school extra-curricular events only. Students are not allowed to wear head-coverings between classes or during lunch whether outside or not unless exempted by the principal.
10. The wearing of pajamas or other sleepwear is prohibited. Sweat pants are allowed as long as they adhere to the dress code for pant length and have a way to secure them around the waist with more than a simple elastic waist band. Securing the waist band on sweat pants is the responsibility of the student.
11. Wear no sunglasses unless there is a documented medical need.
12. Wear no utility chains.

13. Backpacks, duffel bags, purses, and other bags will be allowed in classrooms; however, the teacher has the right to restrict the use of bags and purses in the classroom. In classrooms where bags and purses are restricted, students are to bring only educational materials. In some cases, teacher may ask that students place their bags and/or purses in a designated area in a classroom.
14. Body piercings may be prohibited by the building principal if the safety or health of a student(s) exists or if the piercing(s) causes an unnecessary disruption to the educational environment.
15. Dress for Prom and Homecoming activities- It is understood that the dress code items listed above greatly restrict the wardrobe choices for prom and homecoming festivities, with that in mind, Hector High School will allow students to dress outside of the normal dress code for those events as long as the following restrictions are followed:
  - No low cut dresses which could expose cleavage
  - No backless dresses which expose the lower back or bottom
  - No dresses with slits higher than 3 inches above the knee
  - No dresses or skirts shorter than 3 inches above the knee
  - No clothing with holes or frayed edges
  - No work boots or tennis shoes. Dress shoes or dress boots should be worn

If you are unsure of whether or not an article of clothing will fit within this dress code, please ask the principal.

The Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency. Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored activity or event. Therefore, any student-worn article of clothing or manner of hair style or make-up determined by the teachers and principal to be disruptive of the learning environment or hazardous to the health and safety of the child and/or teacher shall not be allowed.

The primary guide in determining what is not appropriate is the extent to which such dress or grooming attract undue attention in the classroom or schools.

If the principal determines that the student's dress or grooming is unacceptable, adequate time shall be allowed the student in order to make proper adjustments. However, when a student continues to ignore the required changes, other disciplinary measures may be taken.

#### **Rule 29: NEGLECT OF TEXTBOOKS**

Textbooks are provided for use by successive years of students. Students are not to leave their textbooks and supplies in the halls, floors, gym bleachers, cafeteria tables, stage, or any place outside where weather can damage them. USE YOUR LOCKERS.

#### **RULE 30: NO-TOLERANCE POLICY TOWARD "GANG" BEHAVIOR**

The Board is committed to ensuring a safe school environment conducive to promoting a learning environment where students and staff can excel. An orderly environment cannot exist where unlawful acts occur causing fear, intimidation, or physical harm to students or school staff. Gangs and their activities create such an atmosphere and shall not be allowed on school grounds or at school functions.

The following actions are prohibited by students on school property or at school functions:

- Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
- Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
- Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
- Extorting payment from any individual in return for protection from harm from any gang.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

**RULE 31: ABUSE OF SCHOOL COMPUTERS/ INAPPROPRIATE USE OF A COMPUTING DEVICE**

- Tampering with settings of computers or computer programs.
- Disabling or bypassing security procedures, compromise, attempt to compromise, or defeat the district's technology network security or Internet filtering software, alter data without authorization, or disclose passwords to other students.
- Internet Abuse: Accessing prohibited net sites, or introducing unacceptable material to the Internet through the use of a school computer or personal computing device.

The following may be used as a response to inappropriate use of computers or personal computing devices along with other disciplinary action based on the severity of the offense.

- Temporary loss of computer privilege (both use of school computers and computing devices brought from home). Parent conference, pay cost of restitution.
- Permanent loss of computer privilege (both use of school computers and computing devices brought from home). Parent conference, pay cost of restitution.

**Rule 32: TERRORISTIC THREATENING**

Any student who threatens to cause physical injury or property damage to another student or staff member (i.e., employee of the district, school volunteer, PTO worker, etc...) may be subject to legal action in addition to the following disciplinary actions:

**Rule 33: ELECTRONIC COMMUNICATION DEVICES AND CELL PHONES**

Active use of any paging device, beeper, or similar electronic device and cell phones in a classroom or other non-designated area during normal school hours unless specifically exempted by the administration for health or other compelling reasons is prohibited. Except during lunch, such devices may be stored in the student's locker, vehicle, or in a pocket or bag so long as they are in a silent mode of operation AND are never actively used by the student while in a classroom or other non-designated area. (Ark. Stat. 41-3104, 41-3151, 41-3171, et. Seq. 80-1916, 80-1917) Any paging device, beeper, or similar electronic device and cell phones, that are used by a student or are responsible for making an audible disturbance while in a classroom or other non-designated area will be confiscated AND the student will be subject to disciplinary action. Students have no right of privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated.

At the same time, cell phones and other electronic communication devices can, in controlled situations, offer a means to enhance student learning through their ability to access expanded sources of information. Teachers have the authority to permit student use of their cell phones for specific classroom lesson plans or projects. Students must abide by the guidelines the teacher gives for any such authorization. Students who fail to do so will be subject to the provisions of this policy governing misuse of cell phones.

Students are allowed to use paging device, beeper, or similar electronic device and cell phones at the following times and locations only: during breakfast and lunch periods and only in the cafeteria dining room area and on the front grounds. These are the only exceptions to the above rule, and once the bell has rung for school to start or for students to return to class from lunch, all paging device, beeper, or similar electronic device and cell phones must be put away as instructed above. Failure to follow this exemption policy correctly more than once in a school year will result in the loss of this privilege for the remainder of the school year.

Students who actively use cell phones and/or other communication devices (calls, texts, file transfer, or other active communication) for non-school purposes, except as permitted by the district's policy, shall be subject to disciplinary action for his/her first offense AND subsequent offenses, up to and including suspension or expulsion along with the electronic device being held for up to six weeks for repeat offenses. If confiscated, the electronic device must be picked up by an adult in the household in which the student resides.

**Rule 34: NUISANCE ITEMS**

Nuisance items are prohibited at school. (Radios, CD players, shockers, cameras, laser pointers, MP3's, Ipods, etc.) A nuisance item is any item that is a distraction to the learning environment. Such devices may be stored in the student's locker or vehicle so long as they are in a silent mode of operation or unless exempted by the administration for health or other compelling reason. If confiscated, the nuisance item must be picked up by an adult in the household in which the student resides, and the student shall be subject to disciplinary action for repeated offenses.

**Rule 35: PERSISTENT DISREGARD FOR SCHOOL RULES GOVERNING SERIOUS PROBLEMS**

A student who persists in acts of misconduct after reasonable efforts have been made by the school to secure the student's adherence to the established rules may be recommended for expulsion. Efforts toward behavior modification will be made prior to recommendation for expulsion except when very serious offenses have been committed.

**Rule 36: BEHAVIOR NOT COVERED ABOVE**

Hector Public School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in the preceding written rules.

**BEHAVIOR ON BUSES**

Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules. The driver is in charge of the bus and is to be respected and obeyed the same as a teacher. If a student is reported to the principal for misconduct on the bus, he/she will be disciplined the same as being reported to the office by a teacher for his/her misconduct in a schoolroom. Buses will load and unload in the designated area; hence; the student will find his bus loading and unloading in the same places each day.

Safety is of utmost importance on a school bus. The driver must be able to concentrate fully on the road. Thus, for the good of all student passengers, the following guidelines should be followed:

1. Do not run to or from the buses.
2. Take your time and watch your step when entering or leaving a bus.
3. Do not yell or talk loudly while traveling.
4. Do not push or crowd on the bus.
5. Remain seated while the bus is in motion.
6. Do not throw articles of any kind while on the bus.
7. Do nothing that will interfere with the convenience and comfort of your fellow passengers.
8. Do nothing that will divert the bus driver's attention from his duty of driving safely which may include the use of cell phones or other electronic devices depending on the bus driver's preference.
9. Cross ten (10) feet in front of the bus.
10. Look both ways before crossing the road.
11. Do not put hands, arms, or head out of the windows.
12. Do not throw things out the bus windows.
13. Do not drink or eat on the bus.
14. No chewing, dipping, or smoking on buses. Note: all school rules concerning smoking or tobacco will be followed as consequences for this rule.
15. The use of cell phones or other electronic devices on a bus is at the discretion of the bus driver.
16. Students are to obey the bus driver and be respectful at all times.

**Consequences:**

Students who misbehave will be referred to the principal's office by the driver. All referrals will be recorded. The following is a list of consequences one or more of which may be chosen by the principal based on the offense, number and type of previous referrals, or other pertinent information:

- Official Verbal Warning
- Administrative conferences with students and/or parents
- Lunch Detention- up to and including five days simultaneously.
- Temporary suspension from the bus (1 or more days)
- Permanent removal from the school bus for the remainder of the year
- In-school suspension- One or more days
- Corporal Punishment
- Saturday School Suspension
- Out-of-school suspension- up to and including ten days
- Referral for court-ordered intervention
- Recommendation for expulsion- up to and including one calendar year

NOTE: For certain serious offense (fighting, throwing objects off the bus, refusal to follow directions, etc.) the student may be suspended immediately from the bus and/or suspended or expelled from school.

## **BEHAVIOR REQUIREMENT REGARDING SUSPENSIONS AND AFTER-HOURS ACTIVITIES**

A student may be denied the right to participate for behavior that is contrary to the discipline policies of the school. Any student who has been placed in In-School suspension may not participate in or attend any after-school activity of any kind on the day(s) in which he/she is in ISS. The same is true for Out-of-School Suspension. The administration also reserves the right to refuse student entrance to an after-school activity for an extended period of time in more severe disciplinary cases occurring during school or at school sponsored activities.

## **CONSTRUCTIVE WORK DETAIL/LUNCH DETENTION**

Constructive work detail provides an alternative for students to exhibit constructive behavior by allowing them to work in lieu of other punishment. The work includes lunchroom duty, campus beautification, cleaning windows, refinishing desks, painting, removal of gum from floors, furniture, and sidewalks, etc. Assignment to the constructive work detail will be at the discretion of the principal.

## **CORPORAL PUNISHMENT**

Any certified employee may use corporal punishment in a reasonable manner against any pupil for good cause in order to maintain discipline and order. Such behavior as but not limited to fighting, destroying school property, use of tobacco products, skipping class, being disrespectful to a teacher, speaking profanely or obscenely will make a student liable for corporal punishment. Other unusual behavior may warrant corporal punishment. Corporal punishment will be administered at the discretion of the principal, not at the option of the student.

Corporal punishment may be administered as a disciplinary measure according to the following school board policy.

- All corporal punishment shall be administered privately, i.e. out of the sight of other students, and shall be administered in the presence of another certified staff member as a witness, shall not be excessive, or administered with malice.
- Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.
- Refusal to take corporal punishment, either by the parent or student, may result in suspension or other disciplinary measures.
- If a parent objects to having corporal punishment used on his/her student for disciplinary infractions, a signed and dated letter of refusal must be presented to the school principal at the beginning of the school year and must be resubmitted each school year or it will be assumed that the parent accepts corporal punishment as a discipline option for their student.

## **DISCIPLINE FOR HANDICAPPED**

- Handicapped students in the Hector Public Schools are subject to normal school disciplinary rules with the exception of suspension or expulsion. A handicapped student shall not be excluded from school except in emergency situations and then only for the duration of the emergency.
- The individualized education plan team will determine disciplinary procedures that should be adopted for a handicapped student and include those procedures in the students IEP.
- If an emergency suspension is imposed on a handicapped student, the IEP team will meet to determine the cause and effect of the suspension with a view towards assessing the student's placement and towards minimizing the harm resulting from the exclusion.
- Alternate educational programming shall be provided by the school to the handicapped child for the duration of an emergency suspension.

## **EXPULSIONS**

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct deemed to be of such gravity that suspension would be inappropriate, or where the student's continued attendance at school would disrupt the orderly learning environment or would pose an unreasonable danger to the welfare of other students or staff.

The Superintendent or his/her designee shall give written notice to the parents or legal guardians (mailed to the address reflected on the District's records) that he/she will recommend to the Board of Education that the student be expelled for the specified length of time and state the reasons for the recommendation to expel. The notice shall give the date, hour, and place where the Board of Education will consider and dispose of the recommendation.

The hearing shall be conducted no later than ten (10) school days following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

The President of the Board, Hearing Officer, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, or student if age 18 or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

During the hearing, the Superintendent will present evidence, including the calling of witnesses, which gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted. However, any member of the Board, the Superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.

The Superintendent shall recommend the expulsion of any student for a period of not less than one (1) year for possession of any firearm or other weapon prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The Superintendent and the Board of Education shall complete the expulsion process of any student that was initiated because the student possessed a firearm or other prohibited weapon on school property regardless of the enrollment status of the student.

### **GRIEVANCE PROCEDURE**

Any patron of Hector School District that has a grievance based upon race, sex, religion, national origin, or other factors will be heard according to the following procedure:

- Contact the building principal to set an appointment to voice your grievance.
- A grievance committee made up of the principal, counselor, the teacher, and, if applicable, the student body president will hear the grievance and offer a solution.
- If a satisfactory solution is not reached, an appeal may be made to the superintendent of schools at 284-2021.
- The superintendent of schools will hear the grievance and also confer with the grievance committee. He may alter the decision of the grievance committee or offer an alternate solution.
- If the superintendent's solution is not satisfactory, an appeal may be made to the board of education. This appeal must be made in writing and addressed to the superintendent of schools.
- At the next regularly scheduled school board meeting the board of education will hear the grievance, study the solutions offered, alter those solutions or offer a different solution.
- If the grievance is not satisfactorily resolved at this point, the patron has the option of pursuing the matter in the courts of law.

### **GROUP HEARINGS FOR SUSPENSION OR EXPULSION**

When two or more students are charged with violating the same rule and have acted in concert and the facts are basically the same for all such students, a single hearing may be conducted for them if the president of the board believes the following conditions exist:

- single hearing will not likely result in confusion, and
- the student will have his/her interest substantially prejudiced by group hearing, a separate hearing maybe ordered for that student.

### **HALL PASSES**

A student permitted to leave a class for any reason to go to another room, library, office, gym, etc., should have a pass from the teacher whose class he/she is leaving. A student must report to the teacher he/she is assigned to each class period even though he/she has an excuse to do something else that certain period. It is the student's

responsibility to make sure that he/she has a hall pass before leaving the classroom or the teacher's supervision. Students out of class without a pass will be subject to detention hall or other disciplinary measures.

### **IN-SCHOOL SUSPENSION**

It will be necessary at times to assign students to in-school suspension. These students will be assigned an area by the principal. Students in in-school suspension will not be allowed to associate with other students during the school day. It will be the student's responsibility to do assigned work while suspended. General rules as to eating, restroom, breaks, etc. will be given by the principal. This option is provided to allow full credit to be earned.

### **LUNCH DETENTION**

If a student does not attend lunch detention, the student will be given a full day of I.S.S. that begins first period of the following day. No excuses will be accepted. It is the student's responsibility to know whether or not they have lunch detention.

Persistent disregard for classroom rules will result in discipline for accumulation of lunch detentions at any given time. The following is a guideline for understanding how accumulated detention could move to more serious disciplinary steps:

- 5 lunch detentions = 1 day of I.S.S.
- 10 lunch detentions = 3 days of I.S.S.
- More than 10 lunch detentions = Saturday School Suspension assignment or Out-of-School Suspension

### **SATURDAY SCHOOL SUSPENSION**

- Saturday School Suspension (SSS) is an alternative to out-of-school suspensions and represents the school's attempt to address students' disciplinary problems with the least interruption of instructional time possible.
- Saturday School Suspension is open on selected Saturdays during the school year.
- Saturday School Suspension will be given out in half-day portions as deemed appropriate by the school administration.
- Students will only be allowed up to a full day of Saturday School Suspension, but not required to be offered, before out-of-school suspension is considered.
- When a Saturday is assigned, the student must attend on the date assigned or prior arrangements must have been made with the principal. If the student does not attend as required, the school has no choice but to assume that the parents disagree with this system of corrective measures. When this occurs, the parent then chooses to keep the student at home for a period of five days. This will be considered a choice by the parent in lieu of Saturday assignment. Those five days will be considered unexcused absences and no make-up work will be accepted. Also, those five absences will count toward the eight (8) unexcused absences allowed by the school board policy.
- Students who accumulate a 9<sup>th</sup> unexcused absence may, with the principal's permission, receive a Saturday School assignment and roll his/her unexcused absences back to eight (8). The assignment will prevent the loss of credit that occurs with the 9<sup>th</sup> unexcused absence.
- During Saturday School Suspension, all school behavior and dress code policies apply and will be strictly enforced.

### **STUDENT DISCIPLINE**

The Board of Education has a responsibility to protect the health, safety, and welfare of the District's students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school sponsored function, activity, or event; going to and from school or a school activity.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to a felony or an act that would be considered a felony if committed by an adult, an assault or battery, drug law violations, or sexual

misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

It is required by law that the principal or the person in charge report to the police any incidents where a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision.

## **SUSPENSION**

Students not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school.

- A teacher may temporarily dismiss for disciplinary reasons any student from class.
- The teacher shall, when feasible, accompany the student to the office of the principal or designee and shall, as soon as practical, file with the principal a written statement about the student's dismissal from class.
- The principal or designee shall determine whether to reinstate him/her or take other disciplinary action.
- The principal of any school or designee is authorized to suspend students from school for disciplinary reasons up to ten school days, including the day upon which the suspension was initially imposed.
- The student will lose all credit for assignments given during the period of the suspension
- Prior to such suspension, the principal or designee shall inform the student either orally or in writing about the infraction.
- If the student denies the charges, the principal shall explain to him/her the evidence which forms a basis of the charges and shall permit the student to present his/her side of the story.
- When the principal considers that a suspension is proper, he/she shall send the student home with a suspension notice requesting a student-parent-principal conference within 24 hours, if possible.
- Additionally, the parent will be mailed a copy of the suspension notice which shall include the reasons for the suspension, its duration, the manner in which the student may be readmitted to school and the procedure for review of the suspension.
- The principal or designee may require the attendance of the student involved at said conference as a condition for considering reinstatement.
- When a student has been notified that he/she is suspended from school, he/she shall remain away from school premises until the principal or designee reinstates him/her, except that a suspended student may return to the school premises when accompanied by his/her parent or guardian for a student-parent-principal conference.
- If, in the conference, no decision is reached by the principal for reinstatement of the student or if any suspended student or his/her parent or guardian (when the student is a minor) requests a hearing before the superintendent, the principal or designee shall extend the suspension of the student and shall furnish the superintendent of schools with a full report on the suspension within a period of five days from the request.
- The superintendent of schools or designee shall have the authority to revoke, terminate or otherwise modify the suspension and will notify the principal and parents of his actions within five days of receipt of the principal's report.
- If the superintendent or designee agrees with the suspension or modifies the suspension imposed by the principal and if the student or his parents or request, a hearing shall be scheduled before the school board within five days after the superintendent has notified the parent or student of his/her action. The board may revoke, terminate, alter or modify the suspension.
- A suspended student will be readmitted to school after being suspended for ten school days including the day upon which the suspension was initially imposed, even if the appeal process has not been completed.
- A suspension that does not amount to an expulsion for the remainder of the semester but is more than ten days is authorized. This long-term suspension, however, shall come only after the student has been afforded notice, opportunity for a hearing and the same procedural rights as for expulsion.
- Notwithstanding the policy concerning suspension and expulsion, students may be suspended indefinitely without notice, hearing and the other rights provided here in having been first given if the school is undergoing a violent upheaval or if orderly educational processes have otherwise been substantially disrupted. This would apply only in rare instances such as riots or where emergency circumstances make it unreasonable for the administration and board to consider the case within the usual time. In all such cases, notices, hearings and other rights shall be provided in accordance with the normal provisions at the earliest practical date after order is restored.

It is the parents' or legal guardians' responsibility to provide current contact information to the district which the school shall use to immediately notify the parent or legal guardian upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:

- A primary call number
- The contact may be by voice, voice mail, or text message
- An email address
- A regular first class letter to the last known mailing address

The district shall keep a log of contacts attempted and made to the parent or legal guardian.

## **TARDIES**

- Students are expected to be in their designated rooms in their seats when the tardy bell rings for homeroom or during the course of the school day.
- The teacher will report tardiness to the office on the absentee slip. If a teacher or the office holds a student after class long enough to make them tardy to the next class, they should send an explanatory note to the next teacher. (This type of tardy will not be counted against the student.) This practice should be avoided if at all possible.
  - First tardy – verbal warning
  - Second tardy – lunch detention
  - Third tardy – two days lunch detention
  - Fourth tardy – three days of lunch detention
  - Fifth tardy – one day of In-School Suspension
  - After fifth tardy – referral to the principal for insubordination and could result in multiple days of ISS, Saturday School Suspension, or Out-of-School Suspension
- If a student does not attend lunch detention, the student will be given one full day of ISS that begins first period of the next ISS day.
- Tardiness will be used by each teacher to determine exemptions for semester tests. Three tardies will equal one absence.

## **HEALTH**

### **ACCIDENT OR ILLNESS AT SCHOOL**

Accidents to pupils on the school grounds, or in the building shall be reported to the superintendent or the principal. If the seriousness of the accident demands it, the student will be taken to a physician. Otherwise, only first aid treatment will be given at school, and the parents notified if possible. Pupils who become ill at school should report the fact to a teacher, principal, or the superintendent. Arrangements will be made to send the ill person home after it has been ascertained that an adult is at home to be with them. If the student has only a minor illness or bad feeling he/she will be kept at school. No medication of any kind will be administered by the school staff.

The school staff will contact the parent or guardian in case of an accident or illness. All students should consult the parents concerning what disposition should be made in case they become ill or injured at school. They should be able to give the teacher or principal information that will facilitate contact with their parents, whether at home or at their place of employment. They should also know their parents' preference of a doctor and hospital as well as information concerning health and hospital insurance.

### **CONTAGIOUS DISEASE**

Students with communicable diseases or with parasites shall demonstrate respect for other students by not attending school while they are contagious. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

The parents or legal guardians of students found to have live lice or nits will be asked to pick their child up at school. The parents or legal guardians will be given information concerning the eradication and control of head lice. Before students may be readmitted following an absence due to head lice, the school nurse or designee shall examine the student to make sure they are free of any lice or nits.

Each school may conduct screenings of students for head lice as needed. The screenings shall be conducted in a manner that respects the confidentiality of each student.

## **HEALTH SERVICE**

If a student becomes ill at school and is unable to stay in class, we suggest that parents be called to come after their child. If the illness is temporary, the sick room will be made available. Do not ask for other students to miss class to be with you in the sickroom. The administrator will see that someone is with you if the occasion warrants it.

A school nurse is available at certain times during the week to work with medical records and help coordinate student health services such as hearing/vision screening. In the event that parents prefer for their child not to receive any screening, they are to send a written statement with the objection to the office or to the nurse.

## **MEDICATION POLICY**

Administering Medicine and First Aid

### *Student Medications*

No medication, including over-the-counter Tylenol, will be given to a student until parents have presented the nurse with the medication and the proper paperwork. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy.

Unless authorized to self-administer, students are not allowed to carry any medications while at school. Medications, including those for self-medication, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who have written permission from their parent or guardian and a licensed health care practitioner to self-administer either an asthma inhaler or auto-injectable epinephrine, or both and who have a current consent form on file shall be allowed to carry and self-administer such medication while in school, at an on-site school sponsored activity, while traveling to or from school, or at an off-site school sponsored activity. Students are prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry an asthma inhaler or auto-injectable epinephrine, or both does not require him/her to have such on his/her person. The parent or guardian of a student who chooses to not carry an asthma inhaler or auto-injectable epinephrine, or both on his/her person shall provide the school with the appropriate medication which shall be immediately available to the student in an emergency.

Nonprescription medications may be given to students upon the decision of the principal or the nurse or their designee(s). Such medications must be in the original container, clearly labeled and accompanied by a written authorization form signed by the parents or legal guardians that includes the student's name, the name of the medication, the dosage, and instructions for the administration of the medication (including times).

The school shall not keep outdated medications or any medications past the end of the school year. Parents shall be notified ten (10) days in advance of the school's intention to dispose of any medication. Medications not picked up by the parents or legal guardians within the ten (10) day period shall be destroyed by the nurse with a witness present.

**Medications will not be provided by the school. Parents must provide medications for their own child. The rights provided to parents under this policy transfer to the student when he/she turns 18 years old.**

### *Student Illness/Accident*

If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.

If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

### ***Physical Examination or Screening***

The Hector School District may provide from time to time for the administration of physical exams or screenings of its students. The intent of the exams or screenings shall be to detect contagious or infectious diseases or defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve to his/her full potential.

The district shall notify parents, at least annually, of the specific or approximate dates of any non-emergency, invasive physical examination or screening that is:

- required as a condition of attendance;
- administered by the school and scheduled by the school in advance; and
- not necessary to protect the immediate health and safety of the student, or of other students.

For the purposes of this policy, "Invasive Physical Examination" is defined as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

A student may be required to pass a physical exam before being allowed to participate in certain extracurricular activities to help ensure they are physically capable of withstanding the rigors of the activity. It is understood that students who refuse to take such an exam will not be allowed to participate in the desired activity.

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

### **WELLNESS POLICY**

The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy diet and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the board of directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The problem of obesity and inactivity is a public health issue. The board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the district shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students.

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to

- Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy
- Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum
- Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity
- Strive to improve the quality of physical education curricula and increase the training of physical education teachers
- Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12
- Not use food or beverages as rewards for academic, classroom, or sports performances
- Ensure that drinking water is available without charge to all students
- Establish class schedules, and bus routes that don't directly or indirectly restrict meal access
- Provide students with ample time to eat their meals in pleasant cafeteria and dining areas

- Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar
- Abide by the current allowable food and beverage portion standards
- Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria
- Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule
- Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV
- Provide professional development to all district staff on the topics of nutrition and/or physical activity
- Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students

## **ORGANIZATIONS**

### **SCHOOL ORGANIZATIONS**

Hector Schools have a variety of organizations and clubs that students may join. Active participation is an important part of school life. Membership is not restricted on the basis of sex, race, national origin, or any other arbitrary criteria.

- No state or federal law prohibits student organizations at the elementary or secondary level.
- Students have the right to join an existing club and should not be restricted for membership on the basis of race, sex, national origin or other arbitrary criteria.
- Students may, however, be restricted to membership on the basis of their sex, but only if the organization is entitled to Title IX exemption under the Bayh Amendment 4. This amendment gives exemption to organizations that are:
  - Voluntary youth service organizations;
  - Tax exempt under Section 501 (a) of the 1954 Internal Revenue Code (religious and charitable organizations);
  - Single sex by tradition; or
  - Principally composed of members under the age of 19;
  - See chapter 20 of The School Laws of Arkansas Act 171, 1929).

Noncurriculum-related secondary school student organizations wishing to conduct meetings on school premises during noninstructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

- The meeting is to be voluntary and student initiated;
- There is no sponsorship of the meeting by the school, the government, or its agents or employees;
- The meeting must occur during noninstructional time;
- Employees or agents of the school are present at religious meetings only in a nonparticipatory capacity;
- The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
- Nonschool persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well being of students and faculty, and to assure that attendance of students at meetings is voluntary.

Fraternities, sororities, and secret societies are forbidden in the District's schools. Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity or sport program.

### **BETA CLUB**

The Beta Club is a service organization that recognizes student achievement in grades 9-12. Beta members must maintain a high academic standing (3.25 Cumulative G.P.A.) and demonstrate worthy character and a commendable

attitude. Members are involved in various money making projects during the year which help cover the expenses of the State Beta Convention.

Qualifications for Beta Club Membership:

- Must have attended Hector Schools at least one semester.
- Membership can be transferred from another school.
- Each semester members' grade point will be checked to determine if they are on probation.
- If they are found to be on probation, and grade point is not raised back to 3.25 by the next semester, the student will automatically lose his/her membership.

### **FBLA -FUTURE BUSINESS LEADERS OF AMERICA**

FBLA is an organization to promote business and free enterprise. A student must be enrolled in a business class or have had at least one business class to be eligible. Members regularly participate in district, regional, and state competition as well as other local and state sponsored activities.

### **FCCLA - FAMILY CAREER AND COMMUNITY LEADERS OF AMERICA**

FCCLA is a national organization for junior and senior high students who have taken or are taking Family and Consumer Science. FCCLA is a dynamic and effective national student organization that helps students become leaders and address important personal, family, community, social, and work issues through family and consumer science education. A student must be currently enrolled in a family and consumer science class or have completed at least one semester in FACS to be eligible for membership.

### **ORGANIZATIONAL GOOD STANDING**

A student who fails to meet any organization's requirements may be released from the organization if he/she does not stay in good standing. Fees paid such as membership dues are forfeited by the expelled member.

### **STUDENT COUNCIL**

The student council, representing the student body, serves as a forum for free expression of student opinion and as a channel of cooperation between faculty and the students. Officers are elected by the student council. Membership of the council shall be of two kinds;

- Elected officers (president, vice-president, secretary, treasurer)
- Class presidents (If a class president is also an officer in the council, that class' vice-president shall serve on the council.)
- All members of the student council must maintain a cumulative GPA of 2.0
- All members of the student council must not have any serious discipline problems during the current or previous semester as determined by the principal (ex: Behavior resulting in out-of-school suspension)

## **POLICIES**

### **AMENDING THE STUDENT HANDBOOK**

The Faculty, Administration, and School Board reserve the right to change or amend the student handbook in order to meet the needs and growth of the school system.

### **ANTI-BULLYING POLICY**

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

A school principal or his or her designee who receives a credible report or complaint of bullying shall promptly investigate the complaint or report and make a record of the investigation and any action taken as a result of the investigation.

Definitions:

- Attribute means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation.
- Bullying means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:
  - Physical harm to a public school employee or student or damage to the public school employee's or student's property;
  - Substantial interference with a student's education or with a public school employee's role in education;
  - A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
  - Substantial disruption of the orderly operation of the school or educational environment;
- Electronic act means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager that results in the substantial disruption of the orderly operation of the school or educational environment.
  - Electronic acts of bullying are prohibited whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose;
- Harassment means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and
- Substantial disruption means without limitation that any one or more of the following occur as a result of the bullying:
  - Necessary cessation of instruction or educational activities;
  - Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
  - Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
  - Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

Examples of "Bullying" may include but are not limited to a pattern of behavior involving one or more of the following:

- Sarcastic comments "compliments" about another student's personal appearance or actual perceived attributes,
- Pointed questions intended to embarrass or humiliate,
- Mocking, taunting or belittling,
- Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
- Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
- Blackmail, extortion, demands for protection money or other involuntary donations or loans,
- Blocking access to school property or facilities,
- Deliberate physical contact or injury to person or property,
- Stealing or hiding books or belongings, and/or
- Threats of harm to student(s), possessions, or others.

Students are encouraged to report behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, to their teacher or the building principal. The report may be made anonymously. Teachers and other school employees who have witnessed, or are reliably informed that, a student has been a victim of behavior they consider to be bullying, including a single action which if allowed to continue would constitute bullying, shall report the incident(s) to the principal. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal. The principal shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted.

The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.

### **CAFETERIA**

Balanced meals are provided to students for a reasonable price. Students are expected to display good manners and eating habits while in the cafeteria. Students should never cut in the lunch line, and are expected to object to being delayed by another student moving into line in front of him/her. A student who is observed to "cut" line will be returned to the end of the line after he/she has reached the service counter. Good manners, cleanliness, and consideration for others shall be expected of a student in the cafeteria. Talking shall be in a normal conversational tone. Students who bring their lunch shall eat in the cafeteria and shall deposit scraps and paper in the proper place.

No food, straws, napkins, etc., will be taken from the cafeteria. Hector operates a closed campus. This means that students are required to stay on campus at all times during the school day (including lunch). Any student who leaves campus without permission will be dealt with as truant.

### **CHEMICAL SCREEN TEST POLICY**

The Hector School District recognizes that chemical abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. The Hector Board of Education is determined to help students by providing another option for them to say "No". Chemical abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of the legal drugs and medications.

#### **Purpose of a Chemical Abuse Policy:**

1. To allow the students of Hector Schools to know that the school is concerned about their total well being. The School District is interested in helping the students who may be having problems.
2. To emphasize concerns for the health of students in areas of safety while they are participating in activities, as well as the long-term physical and emotional effects of chemical use on their health.
3. To confirm and support state laws which restrict the use of such mood-altering chemicals.
4. To assist students of Hector Schools to resist the peer pressure that directs them toward the abuse or misuse of chemical substances.
5. To establish standards of conduct for students of Hector Schools who are considered leaders and standard bearers among their peers.
6. To work cooperatively with the parents by assisting them in keeping their children free from mood-altering chemicals.
7. To provide referrals for students who need evaluation regarding their use of mood-altering chemicals.
8. To deter chemical abuse or misuse by all students through the use of random drug testing.

#### **Scope**

The provisions of this policy apply to all students in Hector Schools in grades seven through twelve whose parent/guardian sign *Consent Form "A"* of the Chemical Screen Policy.

#### **General Provisions**

***Illegal Drugs*** are defined as drugs, or the synthetic or generic equivalent or derivative of drugs, which are illegal under federal, state, or local laws including, but not limited to, marijuana, heroine, hashish, cocaine, hallucinogens, depressants, and stimulants not prescribed for the user. Illegal drugs include steroids and its derivatives or related substances, which are not prescribed by a physician or are prescribed by a physician for uses not authorized by the manufacturer of the drug.

***Alcohol*** is defined as ethyl alcohol or any beverage containing ethyl alcohol.

#### **Reasonable Suspicion Provisions**

The use or possession of illegal drugs or alcohol by a student on property under the control of the District or prior to entering property controlled by the District or at a District-sponsored event where the illegal drug or alcohol has the

possibility of impairing the student is a violation of this Policy. The presence of an illegal drug or its metabolites or alcohol in a student's body is considered possession.

**Reasonable Suspicion** is defined as a reasonable suspicion by an administrator or other district employee that a student has used, possessed, or sold illegal drugs on District property or has used illegal drugs off of District property, but is on District property or at a District-sponsored event while under the influence of the illegal drugs; or that a student has used or possessed alcohol on District property, but is on District property or at a District-sponsored event while under the influence of alcohol; or that a student is abusing or misusing prescription medications on District property or at a District-sponsored event while under the influence of the prescribed medication.

Examples of reasonable suspicion include, but are not limited to:

- Eyewitness evidence by a District official, administrator, or employee;
- Eyewitness evidence of another person plus additional evidence;
- Individualized suspicion possessed by an employee of the District that is based upon a reasonable suspicion and/or reasonably reliable evidence.

### **Random Testing Provisions**

The use or possession of illegal drugs during school activities or prior to school activities where the illegal drug has the possibility of impairing the participant is a violation of this policy. The presence of an illegal drug and its metabolites in a student's body is considered possession.

Any student undergoing medical treatment prescribed by a physician that includes the use of and drug or medication capable of affecting the student's mental or physical capabilities must notify the appropriate school official at the time of testing. If there is any doubt concerning the effects of the drug or medication, the appropriate school official should be notified. A student's failure to notify the appropriate school official that the student is undergoing medical treatment that includes the use of any drug or medication capable of affecting the student's mental and physical abilities is violation of this policy. The penalty for this violation may be the same as an initial positive test result under the random testing provisions.

### **Procedure**

**Type of Testing** - The District may require each student of Hector Schools grades seven through twelve to provide a urine specimen. Urinalysis will be the method utilized to test for the presence of chemicals in the body. All students selected by a scientific valid method of computerized random selection must show up for providing urine samples to be taken at Hector Schools.

**Selection Process** - While students are in school, they will be subject to random selection for testing. Each student will be assigned a number. Particular days will be selected for testing. The amount of numbers drawn will be no less than (2%) or greater than (15%) of the students in grades seven through twelve. If any student whose number is drawn is absent on that day, the selection process will continue until the number of students selected for testing equals the number representing the percentage of students designated for random testing. The "replacement" students will be chosen in chronological order from the computer generated "alternate" list.

**Refusal to Submit to Testing** - Students not consenting to be tested (in the random pool) are allowed to join clubs or organizations, but are not allowed to attend after school meetings or participate in off-campus trips. Any participant who refuses to submit to random drug testing shall not be allowed to participate in any school activity for the remainder of the school year. Each student must consent by the beginning of the 2<sup>nd</sup> semester in order to participate in 2<sup>nd</sup> semester activities. The following is a list of activities that students not consenting (in the random pool) will not be allowed to participate in for the school year. Examples include:

Class Trips	Club activities after school
Dances	Student Elections
Homecoming activities	Cheerleading
Choir/Band activities	Sports
Quiz Bowl	Prom Dance
Prom Committee	Decorating for Prom

### **Use of Positive Tests**

Upon receipt of a positive test result for any student, a student may request a retest of the “split” bottle B sample at his/her expense within a 24-hour period of a positive result. The result may be challenged by requesting that the “split” bottle B sample be shipped to another SAMHSA certified lab.

The following procedures will be followed in the event of a positive test.

- The Superintendent or designee shall notify the student and the student’s custodial parents/legal guardians.
- The Superintendent or designee shall schedule a conference with the student’s custodial parents/legal guardians to explain the results.
- Counseling / rehabilitation for the student will be strongly recommended for the student who tests positive. This will be at the expense of the student.
- The student will be placed on probation for twenty days. After twenty-one days, the student will be tested again at the student’s own expense and a written copy of the results will be given to the Superintendent or designee. The retest must be performed by River Valley Occupational Health to ensure the collection procedures performed are consistent, legal, and performed by a SAMHSA certified lab. If the test is negative, the probation will be lifted. If the test is positive, the student will not be allowed to continue in school activities for one calendar year. The student cannot participate in any form of extra-curricular activity involving Hector Schools. To regain eligibility for participation in activities for the next year, a student must have a negative Chemical Screening Test.

**Exception:** Certain chemicals that take more than twenty days to leave the student’s system will be considered differently if a doctor’s written opinion details said residual effects of that particular substance.

#### **Testing Procedure:**

**Procurement Procedure** – Samples will be collected on site by certified collectors contracted through River Valley Occupational Health, a nationally accredited facility.

**Analysis of Urine Specimens** -The initial urinalysis method shall be an immunoassay screen. If a specimen tests positive for any substance being checked, a confirmation test will be performed using gas chromatography/mass spectrometry GC/MS shall be conducted on the specimen. The student will be allowed to retest at the end of the 20-day probation period at his/her expense. If the result of the GC/MS test is positive, the student shall be considered to have had a positive result. If the GC/MS is negative for the suspected substance or substances, the student shall be considered to have had a negative result.

All test results from the laboratory shall be communicated to the Superintendent or designee. To ensure proper testing procedures, United States Department of Health and Human Services Standards as defined by the Substance Abuse and Mental Health Services Administration (SAMHSA) certified laboratories will be followed.

All urine specimens will be taken at a designated restroom. Any student who is requested to provide a urine specimen shall be directed to the collection site where the student will complete the necessary forms. Students selected as part of the random test will be required to execute an additional consent form.

The following precautions will be taken as appropriate at the collection site:

- 1 Positively identify the examinee.
- 2 The observer shall ask the individual to remove any unnecessary outer garments(i.e. coat, jacket) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. All personal belongings (i.e. purse, briefcase, etc.) must remain with the outer garments. The observer shall note any unusual behavior or appearance.
- 3 The student shall be instructed to wash and dry his/her hands prior to providing the specimen. After washing his/her hands, the student shall not be outside of the presence of the observer and not have access to water fountains, faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed. Only one student will be allowed at a time in the washroom and process area.
- 4 The student will be allowed to provide the specimen in a stall or other partitioned area that allows for individual privacy. After the specimen has been provided, the student should leave the stall.
- 5 At the collection site, toilet bluing agents shall be placed in the toilet tanks, whenever possible. No other source of water shall be available in the enclosure where urination occurs.

- 6 After the specimen has been provided to the certified collector, the collector will continue with chain of custody procedures and determine whether it contains at least 45 milliliters of urine. If there is not at least 45 milliliters, additional urine should be collected. The student may be given reasonable amounts of water for drinking. If a student fails for any reason to provide the necessary amount of specimen, the collector shall contact the Superintendent or designee for guidance. Individuals failing to provide 45 milliliters of urine within 3 hours should be seen by a medical doctor for evaluation. If there is no medical valid reason for the student's inability to produce urine, it is considered a refusal to test. Refusals are treated the same as positive test results and therefore have the same consequences as a positive test result.
- 7 Immediately after collection the observer shall check the temperature of the specimen and inspect the specimen for color and signs of contaminants. Freshly filled specimens should be warm.
8. Both the observer and the student being tested shall keep the specimen in view at all times prior to its being sealed and labeled.
- 9 The student shall observe the tamper-proof seal. The labels for the specimen bottle must have all information completed before being placed over the bottle cap and down the sides of the bottle. The observer will place the identification label securely on the bottle.
- 10 The student and the observer will sign the chain of custody form, and have the observer initial the specimen label.
11. The identification label on the specimen container shall contain:
  - the date
  - the student's initials
  - the student's specimen identification number
12. The student shall be asked to read and sign a certification statement regarding the urine specimen.

**Results and Notifications**

Test results shall be reported to the Superintendent or his designee within 24-72 hours after the lab's receipt of the specimens. All reports shall be in writing. All specimens testing negative on the initial test or negative on the confirmation test shall be reported as negative. Only specimens confirmed as positive shall be reported as positive for a specific drug(s).

**Consent Form**

Students and parents/guardians will be strongly encouraged to sign a consent form to the random testing at various times of the year. The form must be co-signed by the student's custodial parent/legal guardian. No student shall be allowed to participate in any school activity (any activity outside the regular curriculum) until the consent form has been signed by both student and custodial parent/legal guardian and returned to the principal.

**Substances Tested**

The substances for which students will be tested include:

BARBITUATES	AMPHETAMINES	BENZODIAZEPINES
Amobarbital	Amphetamine	Alprazolam
Butobarbital	Methamphetamine	Chlordiazepoxide
Butalbital		Clorazepate
Pentobarbital		Diazepam
Phenobarbital		Halazepam
Secobarbital		Prazepam
Trizolam		

COCAINE METABOLITES PROPOXYPHENES PHENCYCLIDINE(PCP)

QUALITATIVE THC	OPIATES	*ETHYL ALCOHOL
	Codeine	
	Heroin	
	Morphine	

\*Ethyl alcohol will be tested for instances of probable cause. Methodology for ethyl alcohol shall be a breath test which has an accuracy equivalent level of a blood test, but is less invasive.

The cut off levels for initial screens shall be 50 nanograms per milliliter(ng/ml) for marijuana metabolites(THC), 300 ng/ml for cocaine metabolites, 2000 ng/ml for opiates, 25 ng/ml for phencyclidine, and 1000 ng/ml for amphetamines. The cut off level for ethyl alcohol shall be four one-hundredths of one percent(.04%) by weight of alcohol in the student's breath. Cuts off levels used are determined by the National Institute on Drug Abuse.

The cut off levels for confirmation tests shall be 15 mg/ml for marijuana metabolites, 150 ng/ml for cocaine metabolites, 2000 ng/ml for opiates, 500 ng/ml for amphetamines, and 25 ng/ml for phencyclidines.

#### **Cost**

The test to be given during random selection will be paid by the District. Any second test or test requested by the parent or student will be at the parent's own expense.

#### **Testing Due to Reasonable Suspicion**

Students who have been identified though the criteria outlined as reasonable suspicion may be tested separately from the times of the random testing. The testing should take place as soon as possible after the determination of reasonable suspicion has been verified. The charge of the testing for those identified will be the responsibility of the District.

#### **Records**

All records concerning chemical abuse testing shall be maintained by the Superintendent or designee in a separate file under lock and key. The records shall not be kept in a student's regular file. Only the Superintendent or his designee shall have access to the files. The files on each student shall be destroyed upon graduation or upon graduation or two years after termination of enrollment. A student and the student's custodial parents/legal guardians may obtain a copy of their chemical abuse testing records upon written request.

#### **Grievances**

The procedure for appealing is found *in the Hector Student Handbook*.

#### **CLOSED CAMPUS POLICY**

Hector operates a closed campus. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day. Students may be given permission to leave the campus by the principal and must sign out in the office upon their departure.

#### **COMPUTER USE POLICY**

The Hector School District makes computers and/or computer Internet access available to students, to permit students to perform research and to allow students to learn how to use computer technology. Use of district computers is for educational and/or instructional purposes only. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors. No student will be granted Internet access until and unless a computer-use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the computer use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Student use of computers shall only be as directed or assigned by staff or teachers; students are advised that they enjoy no expectation of privacy in any aspect of their computer use (either school owned computers or personal computing devices), including email, and that monitoring of student computer use is continuous. Students must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district's technology network security or Internet filtering software, alter data without authorization, or disclose passwords to other students. Students who misuse computers or Internet access in any way (either on a school computer or personal computing device), including using school computers or personal computing devices to violate any other policy or contrary to the computer use agreement, or using the computers or personal computing devices to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, as specified in the student discipline section of this handbook and/or computer use agreement.

In an effort to help protect student welfare when they navigate the Internet, the district will work to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyber bullying awareness and response.

Wireless Networks: In an effort to provide better access to the global information superhighway and district hosted instructional software, Hector School District will provide wireless access points throughout the district. As a matter of security, the district will ensure that the following security measures are taken when offering wireless access to students, teachers, and other individuals on campus:

- The district shall ensure all wireless access shall require authentication and Service Set Identifiers (SSID) shall not contain information relative to the District, location, mission, or name.
- The district shall ensure that wireless networks will deploy network authentication and encryption in compliance with the Arkansas State Security Office's Best Practices.
- The district shall scan for and disable rogue wireless devices at a minimum quarterly.
- The district shall ensure that any remote access with connectivity to the district internal network is achieved using encryption (e.g.,SSH, RDP/High, VPN).
- The district shall enforce strong password management for students as specified in Arkansas State Security Office K-12 Student Password Management Best Practices.

## CONCERNS

It is a goal of the Board and the District to be responsive to the community it serves and to continuously improve the educational program offered in its schools. The Board and the District welcomes constructive criticism when it is offered with the intent of improving the quality of the system's educational program or the delivery of the District's services.

The Board formulates and adopts policies to achieve the District's vision and elects a Superintendent to implement its policies. The administrative functions of the District are delegated to the Superintendent who is responsible for the effective administration and supervision of the District. Individuals with comments concerning personnel, curriculum, discipline (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:

- Teacher, coach, or other staff member against whom the concern is directed
- Principal
- Superintendent

Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in Board meetings. Individuals with concerns regarding such matters need to follow the sequence outlined above.

Unless authorized by the Board as a whole for a specific purpose, no individual Board member has any authority when acting alone. District constituents are reminded that the Board serves as a finder of fact, not unlike a jury, in matters such as student suspensions initiated by the Superintendent, expulsions, and personnel discipline. For this reason, the board may not be involved or informed prior to a board hearing on particular disciplinary matters.

Concerns that are related to district use or administration of federal funds generated through specific programs identified by the Arkansas Department of Education and authorized in the 2002 reauthorization of the Elementary and Secondary Education Act may be taken directly from a patron or by referral from the Arkansas Department of Education (ADE). If taken directly from a patron, the complaint may be submitted by either a signed statement or by a certified, recorded deposition or statement in which the complainant is identified. The concerns shall be addressed in the following manner.

- The person concerned shall be referred to the federal programs director, who shall assemble a team of at least two people to investigate the concern.
- Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
- The team will interview the person concerned and others as necessary to enable the team to make a determination of the validity of the concern. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
- The investigation of concerns referred by the ADE shall be completed within 30 work days of receipt of the concern, unless a longer time period has been approved by the ADE.

- The investigation of concerns made directly to the district shall be completed within 40 work days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within 40 working days of receipt of the concern, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
- The report of the conclusions of the investigation shall be given to the person concerned. It shall contain: a summary of the allegations of the concern; a summary of the investigative actions taken by the team; a summary of the findings concerning each alleged violation or implied violation; a statement of corrective actions needed to resolve the issues involved in each allegation and finding.

## **DUE PROCESS**

The Hector Public Schools will follow procedures outlined below for any suspension not to exceed ten days.

- Prior to a suspension, the principal or his/her designee, shall advise the pupil in question of the particular misconduct of which he or she is accused, as well as the basis for such accusation.
- The pupil shall be given an opportunity at that time to explain his/her version of the facts to the school principal or his/her designee.
- A written notice of suspension and the reasons for the suspension shall be given to the parent(s) of the pupil.
- The parents or legal guardians of a pupil suspended shall have the right to appeal to the superintendent of schools.

## **EARLY INTERVENTION**

Early intervention will be utilized before a student is referred for special education services. Students who exhibit difficulties in learning or learning disabilities will be referred for the early intervention program. A committee will meet to set up an individualized plan for the student. This plan will be followed for 6 weeks after which the committee will determine if modifications are beneficial to the student. If the committee determines the plan is working, the student will continue on the plan. If it is determined that modification have not been successful, the student may be referred for special education testing.

## **EQUAL EDUCATIONAL OPPORTUNITIES**

No student in the District shall, on the grounds of race, color, religion, national origin, sex, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. All programs offered by schools within the School District shall be open to all students in compliance with statutory and judicial requirements. Mr. Chris Rink has been designated as the Equity Coordinator for the school district. He may be reached at (479) 284-3536.

## **ELIGIBILITY TO PARTICIPATE IN THE GRADUATION CEREMONY**

- For a senior to be eligible to participate in the graduation ceremony, the senior must be completed with all graduation requirements necessary to be eligible for a diploma.
- This includes having all course work and all credit recovery completed (if applicable) no less than one week prior to the graduation ceremony.
- It also includes not having exceeded the number of unexcused absences allowed by this student handbook and having taken care of all financial responsibilities (lunch charges, library fines, library books returned, classroom textbooks/assigned materials returned, and organizational responsibilities paid) no less than one day prior to the graduation ceremony.
- Any of the above requirements not fulfilled may result in the senior being excluded from the graduation ceremony and/or their diploma being withheld until such time that all requirements are met.

## **EMERGENCY DRILLS**

All schools in the district will conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than four times per year with at least on each in the months of September, October, January, and February. The fire alarm is 3 short bursts of the school bell. The tornado alarm is 1 long burst of the school bell. Pupils and teachers will go over the fire drill and tornado drill plan carefully and concisely. Learn what you are to do and execute it well. Treat each drill as if it were the real thing. Unruly behavior during these drills is inexcusable. Any offender can expect punishment for endangering the lives of classmates by creating amusement and failing to cooperate with the fire and tornado drill evacuation procedures. In the event the fire alarm is sounded during the passing periods, pupils

are to continue in the same direction they are moving to the nearest exit. Pupils should not return to the building after a fire drill until the all clear signal is given.

#### **TORNADO PROCEDURES**

Signal - One long bell or in the event of an electrical outage, an air horn will sound.

Correct Protective Position

Students will bend on their knees, place their head to the floor between knees and cover the back of the head with the hands. Note: It is imperative that the head be lower so that falling objects will strike the back first. Also the head should be placed close to the wall if possible. Safe locations will be designated.

#### **FOOD AND DRINK ON CAMPUS AND IN THE CLASSROOM**

There is to be no food or drink in the classrooms or hallways. **Gum is not allowed** on school campus regardless of location. Outside food and drink is only allowed if a parent provides it for his/her student, and that food may only be consumed by that student (no sharing). All food and drink should be consumed in the cafeteria. The principal reserves the right to provide exclusions from this policy for special circumstances.

#### **FUNDRAISING**

All fund raising activities held in the District or in the name of the District must be pre-approved in writing by the Superintendent and affected school principal. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fundraising. Fund raising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved. Neither an individual school nor the District shall be liable for any contract between clubs or organizations and third parties.

Student participation in any fund raising activity shall:

- Be voluntary. Students who choose not to participate shall not forfeit any school instructional privileges. It shall not be considered discriminatory to reward those who participate; and
- Not influence or affect the student's grade.

Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must receive written approval from their sponsor and the school principal before submitting the fund raising proposal to the Superintendent. Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

#### **HOMELESS CHILDREN AND YOUTH**

The District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. Homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.

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

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

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

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

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

For the purposes of this policy, students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

Mrs. Kathy Freeman has been designated as the Homeless Liason for the school district. She may be reached at (479) 284-3586.

### **INCLEMENT WEATHER**

In the event of inclement weather of snow and ice, we will try to reach a decision by 6:30 A.M. whether or not we will have school that particular day. Hector schools will do its best to contact homes via our phone messaging system as soon as a decision is made. Parents and students should listen to KARV in Russellville, KSSN Little Rock, or watch Channel 4, 7, or 11, Little Rock to determine if we will have school or not on that particular day. During the winter months, in the event of snow or ice during the school day, it may be necessary in the best interest of students to dismiss school early. The school will call radio station KARV in Russellville and contact homes via our phone messaging system to announce when we are dismissing. Working parents or parents not home during the day who do not wish their child/children to be home alone should make sure their child/children knows where to go if school is dismissed early. Parents should notify their child/children where they are to get off the bus if we need to dismiss with short notice.

### **INSURANCE**

Student insurance protection is offered to all students who would like to participate on a voluntary basis. The cost of the insurance coverage varies from year to year. In-School insurance protection is required of all students participating in athletic programs. Each year the school board selects an accident policy to be offered to students on a purely voluntary basis. The Hector School Board is not in the insurance business, but it feels that it constitutes a financial advantage to the parents to have their children covered by this low cost protection.

### **OPEN CONTAINERS**

Students are not to bring open containers of drink on campus. This includes coffee mugs, soda cans/bottles, etc. Consumption of drinks brought from home is only allowed in the cafeteria during lunch and breakfast.

### **PARENT COMMUNICATION**

From time to time, Hector Schools will use its automated phone system for sharing important information with students' homes. While utilized to inform students and parents of school closings due to inclement weather, the automated phone system also serves as a valuable tool for relaying day-to-day information about the school and its programs. Because of that, Hector Schools asks that all students and parents do their best to keep up-to-date contact information on file in the school office.

### **PARENTAL INVOLVEMENT POLICY & PLAN**

#### **HECTOR TITLE I PARENT INVOLVEMENT POLICY**

Hector School Staff, Parents, and Students make the following compact to share responsibilities for high school; performance.

Hector School Staff Responsibilities:

- To inform parents of the national Education Goals.
- To instruct students with the State Content and Student Performance Standards.
- To inform Parents of SEA technical assistance.
- To inform Parents of State and Local assessments.
- To inform Parents of involvement requirements.
- To inform parents of student programs.
- To be available to work with parents as needed to improve their child's performance.
- To provide materials and training for parents as it becomes available and/or is requested to help improve their children's achievement.

Hector School Parent's Responsibilities:

- To monitor their child's attendance.
- To insure their child's completion of homework assignments.
- To monitor the amount of their child's TV watching.
- To volunteer when possible in their child's classroom, with extracurricular activities, and school functions.
- To encourage their child to read for pleasure and/or to read to them.
- To attend parent/teacher conferences.
- To attend parent trainings when available.
- To attend school informative meetings (such as the annual school wide meeting, and open house).
- To be involved in the planning and evaluation of our school's performance.

Hector School Student's responsibility:

- To attend school regularly.
- To bring all necessary materials to class, such as, completed homework, books, paper, pens, etc.
- To stay on task in class and during home work time.
- To complete homework assignments successfully.
- To monitor TV watching time.
- To control behavior.
- To read books for pleasure.

### **Purpose of the Plan**

- The purpose of the Hector High School Parental Involvement Plan is to have all involved parties working to improve the educational process for the students of Hector High School.
- Proposed Activities to increase parental involvement at Hector High School:
  - Provide a comprehensive and coordinated plan.
  - Provide a family kit.
  - Provide opportunities to encourage parents to become more involved.
  - Promote and support responsible parenting through media materials provided by the school.
  - Provide a Parents' Center.
  - Schedule parent meetings in addition to two Parent Teacher Conferences.
  - Establish a Parent Volunteer Program.
  - Publish regular reports on Parental Involvement.
  - Host seminars as needed that will involve parents in the decision-making process.
  - Involve the community and its resources, including school alumni, in school improvement plans.
  - Provide information to parents regarding ways to help their child obtain educational success.

### **Hector High School Parental Involvement Plan**

- The Parental Involvement Committee will consist of at least one member of the administration, junior high and high school teachers, parents, school alumni, and members of the community. The committee will annually review the Hector High School Parental Involvement Plan to assure that the plan is both comprehensive and coordinated in its approach. The plan will involve:
  - Providing a family kit to parents to encourage parents to communicate with the school.
    - This kit will consist of a copy of the Parental Involvement Plan, suggestions of specific ways for parents to become involved in their child's education, and such other information as might be deemed useful to parents by the committee. This Family Kit will help define the role of the parent in the education process and outline procedures for communication with the school. The school will be responsible for making sure that communication is two-way and beneficial to both parties.
  - Encouraging activities throughout the school year that will involve parents in their child's education and promote opportunities for learning at home. These activities will be in addition to the two Parent-Teacher Conferences.
  - Promoting effective parenting by making free materials available including books, magazines, CD's, videotapes, etc. These materials will provide information regarding parenting skills and promote the role of parents in their child's formal education as well as learning at home. Materials mentioned above will be available at the Hector High School Library and/or the Hector Parents' Center and may be checked-out via a sign-out list. Information regarding the type and availability of materials will be publicized regularly.

- Creating a Parents' Center for the aforementioned materials. This center would also disseminate other free informational materials for parents that support the creation of conditions conducive to learning at home. The Parents' Center area will also be available as a workspace for Parent Volunteers.
- Providing regular "Parents Make the Difference" Meetings to cover the four areas that should be reported to parents as found in H.B. 1387 known as the "Parental Involvement Plan".
- Ensuring that policies are in place at Hector High School for welcoming parents to visit the school and classroom settings at any time. The procedure for visitation will be contained in the Hector High School Student Handbook and will be included as part of the Family Kit.
- Conducting an interest survey and publishing the results to show which volunteers would be available to assist with school needs. The results will be made available to Hector High School staff to encourage matching of specific school needs with volunteer interests and available time.
- Hosting regular seminars to show parents how to become involved in the decision-making process on things such as selecting classes, career choices, and post-secondary education.
- Contacting Hector alumni and other members of the community to utilize their expertise and experience to help the school improve the education process.
- Developing inserts/cards that will give parents valuable tips on how they can help their child succeed. These tips will be provided to area businesses as inserts to paychecks and can also be given out at Parent-Teacher Conferences, Parent-Teacher Organization Meetings, mailed to the parents, and included in Family Kits.
- Providing in-service hours during the school year that will enable teachers to understand and apply effective parental involvement, stress the importance to administrators of having a climate conducive to parental participation in the educational process, and suggest ways for staff to utilize the volunteer program effectively.
- Hector High School will include its Parental Involvement Plan as part of the overall Arkansas Comprehensive School Improvement Program (ACSIP) Plan to the Arkansas Department of Education each October 1st beginning October 2004. This plan will be provided with the understanding that if it is out of compliance that a Notice of Deficiencies will be sent to the school with an opportunity for the school to correct those deficiencies.
- Monies for this plan may come from activity funds, monies allocated as part of the ACSIP Plan, and/or such other funds as may become available.

## **PROMOTION/RETENTION/COURSE CREDIT- SECONDARY STUDENTS**

A disservice is done to students through social promotion and is prohibited by state law. The district shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Each school in the Hector School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.<sup>1</sup> If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before a final decision is made. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal or his/her designee.

Students who do not score proficient or above on their grade level Benchmark Exams<sup>2</sup>, or do not meet the satisfactory passing level on all general end-of-course (EOC) tests shall be required to participate in an individualized academic improvement plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan.

All students, unless exempted by the student's individualized education program (IEP), must successfully pass all general EOC assessments they are required to take. To receive academic credit in a course requiring a student to take a general EOC assessment, the student must either receive a passing score on the initial assessment or

successfully participate in the remediation program identified in his/her AIP. A student is not eligible to graduate if he/she fails to receive academic credit in a course requiring a general EOC. Additionally, the lack of credit could jeopardize their grade promotion or classification.

All students, unless exempted by the student's IEP, must successfully pass the Algebra I EOC3 assessment to receive academic credit for the course and be eligible to graduate from high school. This is a high stakes assessment and students failing to receive a passing score the first time they take the assessment must receive a passing score on a subsequent assessment or on an alternative assessment as provided by law.<sup>4</sup>

Students from an Arkansas public school who have completed and received credit on an Algebra I EOC assessment prior to the 2009-10 school year are not required to take the high stakes Algebra I EOC. Students not in grades 10, 11, or 12 in the 2009-10 school year who have taken Algebra I but not received proper academic credit on their transcript for the course are now required to take the high stakes Algebra I test before they can receive academic credit for the course. Students in grades 10, 11, or 12 in the 2009-10 school year are exempt from the high stakes Algebra I assessment requirement, but must meet the general EOC assessment requirements to receive credit for the course.

Students transferring into the district from an out-of-state public, private, or home school or an Arkansas private or home school who can demonstrate by an official transcript that he/she has received academic credit for Algebra I is not required to take the Algebra I high stakes end of course assessment. The district, however, has the right to assess the student's education status to determine if the student possesses the requisite passing knowledge of Algebra I.

A student transferring into the district who does not have academic credit in Algebra I must take the Algebra I high stakes EOC assessment and meet its requirements to be eligible for graduation.

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

Seventh and eighth grades:

- All students in the seventh and eighth grades must satisfactorily complete the school's regular program of studies by making a passing grade in a minimum of three core subjects for the school year.
- These core subjects include English, science, math, and social studies.
- Students who do not complete the seventh or eighth grade course requirements must repeat the grade.
- Any student failing to achieve mastery at the end of the second year shall be evaluated to determine the educational programming that offers additional educational opportunities. A conference shall be held with on behalf of each student to review and discuss the student's retention and plan.

Ninth grade through twelfth grade

- Five units to be counted toward graduation must be earned in grade 9. Three of the five units must be in the following subject matter areas: English, mathematics, social studies, and science. Students will not be assigned to the tenth grade until they have completed these 5 credits.
- A student must complete 10 units of credit before he/she is considered a junior
- A student must complete 15 units of credit before he/she will be considered a senior.

A student will attend class meetings with, and participate in the activities of ONLY the class their credits qualify them for.

If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before a final decision is made. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal; however, an appeal can be made to the superintendent.

Students who do not score proficient or above on their grade level Benchmark Exams, or do not meet the satisfactory passing level on all general end-of-course (EOC) tests shall be required to participate in an individualized academic improvement plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan.

All students, unless exempted by the student's individualized education program (IEP), must successfully pass all general EOC assessments they are required to take. To receive academic credit in a course requiring a student to take a general EOC assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her AIP. A student is not eligible to graduate if he/she fails to receive academic credit in a course requiring a general EOC. Additionally, the lack of credit could jeopardize their grade promotion or classification.

All students, unless exempted by the student's IEP, must successfully pass the Algebra I EOC assessment to receive academic credit for the course and be eligible to graduate from high school. This is a high stakes assessment and students failing to receive a passing score the first time they take the assessment must receive a passing score on a subsequent assessment or on an alternative assessment as provided by law.

Students from an Arkansas public school who have completed and received credit on an Algebra I EOC assessment prior to the 2009-10 school year are not required to take the high stakes Algebra I EOC. Students not in grades 10, 11, or 12 in the 2009-10 school year who have taken Algebra I but not received proper academic credit on their transcript for the course are now required to take the high stakes Algebra I test before they can receive academic credit for the course. Students in grades 10, 11, or 12 in the 2009-10 school year are exempt from the high stakes Algebra I assessment requirement, but must meet the general EOC assessment requirements to receive credit for the course.

Students transferring into the district from an out-of-state public, private, or home school or an Arkansas private or home school who can demonstrate by an official transcript that he/she has received academic credit for Algebra I is not required to take the Algebra I high stakes end of course assessment. The district, however, has the right to assess the student's education status to determine if the student possesses the requisite passing knowledge of Algebra I.

A student transferring into the district who does not have academic credit in Algebra I must take the Algebra I high stakes EOC assessment and meet its requirements to be eligible for graduation.

### **PROMOTION/RETENTION/COURSE CREDIT: SPECIAL EDUCATION STUDENTS**

Special Education students will be expected to make satisfactory progress in reaching the goals and objectives stated in their individual education plans for the current year before progressing to the next grade. Promotion/retention or graduation of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

If it becomes apparent a student may need considerably more than the usual amount of time to complete the objectives normally assigned to a grade level, retention in a grade may be considered. The decision will be based on a wide range of factors with the interests of the individual as the basic consideration. These factors should include the following:

- developmental maturity
- parental support
- chronological age
- identified emotional or learning problems
- serious illness or circumstances which prevent home tutoring
- the failure to attain a mastery criteria score on a set of grade level curricular objectives
- attendance record
- work habits, responsibility, and attitudes
- advisability of utilizing other remediation methods such as tutoring or summer programs.

In no case should a single factor be the basis for a grade retention decision

### **REFERRALS**

Referral may be made at any time to the principal of the school in which the child is enrolled **once all Early Intervention requirements have been completed**. Referral may be made by the student's teacher, other school educational personnel, parents, or the student. The Special Education teacher completes the referral form based on information provided by the referring person.

Any information which would assist in determining the nature of the child's learning problems and which is currently available should be included with the referral form. Such information may include a screening inventory; home or classroom behavior check lists; existing medical, social, educational data; and/or samples of the student's work. Informal data gathering must be completed prior to the referral conference.

Within seven (7) calendar days of receipt of the referral, the Special Education teacher sets a date for a referral conference and sends a parent notification referral letter. A time and date convenient to the parent(s) will be arranged. At the referral conference all existing information related to the student is reviewed. The parents are included in this conference in order for them to provide additional information, learn about educational services, and become a part of the decision process. Options for the referral conference decision are:

- to continue the evaluation process
- for the student to not receive further evaluation

The purpose of an evaluation is to determine if a handicapping condition exists which results in learning difficulties which require specially designed instruction. When the evaluation has been completed, parents will be notified of an evaluation conference. This conference will be scheduled at a time and date convenient for the parents, should they wish to attend.

At the conference all the data will be reviewed. The persons attending the conference will:

- determine whether the child has or does not have an educational handicap which necessitates a special program in accordance with state guidelines.
- specify the primary handicapping condition
- design an individual education plan
- determine appropriate placement for implementation of the individual educational plan.

Further information may be obtained from the superintendent, principals, or special education teachers.

## **SCHOOL CHOICE POLICY**

The superintendent will consider all applications for School Choice postmarked no later than July 1 preceding the fall semester the applicant would begin school in the District. The superintendent shall notify the parent or guardian and the student's resident district, in writing, of the decision to accept or reject the application within 30 days of its receipt of the application.

The District shall advertise in appropriate print and broadcast media to inform students and parents in adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline and the requirements and procedure for participation in the program. Such pronouncements shall be made in the spring, but in no case later than June 1<sup>st</sup>.

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

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

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

Students admitted under this policy shall be entitled to continued enrollment until they graduate or are no longer eligible for enrollment in the District's schools. Any student admitted to this district under the provisions of this policy who chooses to return to his/her resident district during the school year voids the transfer and must reapply for a school choice admission if desiring to return to this district in the future. (A.C.A. 6-18-206(f)(3) amended by Act 552 of 2007)

## **SCHOOL PROPERTY**

Students are expected to take care of all school property. Parents are liable for school property care up to \$5,000.00 for damages caused by their children. Students should not mark on any surface, sit on tables or chair tops, sit on stove tops, or perform any other behavior which is likely to damage school property. No school property will be loaned to anyone unless authorized by the principal or superintendent.

## **SEARCH AND SEIZURE**

The District respects the rights of its students against arbitrary intrusion of their person and property. At the same time, it is the responsibility of school officials to protect the health, safety, and welfare of all students enrolled in the District in order to promote an environment conducive to student learning. The Superintendent, principals, and their designees have the right to inspect and search school property and equipment. They may also search students and their personal property in which the student has a reasonable expectation of privacy, when there is reasonable suspicion to believe such student or property contains illegal items or other items in violation of Board policy or dangerous to the school community. School authorities may seize evidence found in the search and disciplinary action may be taken. Evidence found which appears to be in violation of the law shall be reported to the appropriate authority.

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness, however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.

A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.

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

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

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

## **SEMESTER TEST EXEMPTION**

Courses will have comprehensive semester tests. Students in grades 9-12 and 8<sup>th</sup> graders taking Algebra I for graduation credit may be exempt from the **Spring semester tests only** if they meet the following criteria.

- "A" average and no more than (4) absences in the semester.
- "B" average and no more than (3) absences in the semester.
- "C" average and no more than (2) absences in the semester.
- Exemptions will be determined by the teacher in each class/period.

For the purpose of this policy, absences include both unexcused and excused absences. Student gone for School Sponsored Activities (SA) will not have those days included in the determination of test exemption. This exemption policy also counts tardiness as absences (3 tardies = 1 absence). Some students with a death in the immediate family,

in an accident, truly sick, or situations that demand absences may have to take semester tests. This policy simply ties attendance, along with grades to semester tests. The goal of this policy is to encourage students to be present because we believe that if students are at school, they will learn!

#### POLICY FOR SEMESTER TESTING

- Student are not allowed to take semester tests before their designated semester test period unless exempted by the principal.
- Students are not permitted to leave designated areas during testing.
- **There is no exemption from Fall semester tests for students in grades 9-12 and 8<sup>th</sup> graders taking Algebra I**
- **There are no semester tests for students in 7<sup>th</sup> and 8<sup>th</sup> Grade**

#### **SMART CORE CURRICULUM POLICY AND GRADUATION REQUIREMENTS**

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign an *Informed Consent Form* to not participate. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. The signed *Informed Consent Form* shall be attached to the student's permanent transcript. *Informed Consent Forms* are required to be signed prior to registering for seventh grade classes, or if enrolling in the district for seventh through twelfth grade classes. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents at least every other year to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.

In addition to the requirements listed above, the district's administration shall work with staff as may be appropriate to ensure a successful transition to the implementation of the **common core** state standards.

#### **GRADUATION REQUIREMENTS FOR THE CLASSES OF 2010-11, 2011-12, AND 2012-13**

The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation is to be earned from the following categories. A minimum of 23 units is required for graduation for student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. Additionally, unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.

Students who have completed and received credit on an Algebra I EOC assessment prior to the 2009-10 school year are not required to take the high stakes Algebra I EOC. Students not in grades 10, 11, 12 in the 2009-10 school year who have taken Algebra I but have not received proper academic credit on their transcript for the course are now required to take the high stakes Algebra I test before they can receive academic credit for the course. Students in grades 10, 11, or 12 I the 2009-10 school year are exempt from the high stakes Algebra I assessment requirement, but must meet the general EOC assessment requirements to receive credit for the course.

Unless exempted by a student's IEP, all students must successfully pass all end-or-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.

SMART CORE: Sixteen (16) units

- English: four (4) units (years) – 9th, 10th, 11th, and 12th
- Oral Communications: one-half (1/2) unit (1/2 year)
- Mathematics: four (4) units (years) (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
  - Algebra I or Algebra A & B which may be taken in grades 7-8 or 8-9
  - Geometry or Investigating Geometry or Geometry A & B which may be taken in grades 8-9 or 9-10
    - A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.
  - Algebra II
  - Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math. (Comparable concurrent credit college courses may be substituted where applicable)
- Natural Science: three (3) units (years) with lab experience chosen from
  - Physical Science
  - Biology or Applied Biology/Chemistry
  - Chemistry
  - Physics or Principles of Technology I & II or PIC Physics
- Social Studies: three (3) units (years)
  - Civics or Civics/American Government
  - World History
  - American History
- Physical Education: one-half (1/2) unit (1/2 year)
  - While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
- Health and Safety: one-half (1/2) unit (1/2 year)
- Fine Arts: one-half (1/2) unit (1/2 year)

CAREER FOCUS: - Six (6) units

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

**The Smart Core and career focus units must total at least twenty-three (23) units to graduate.**

CORE: Sixteen (16) units

- English: four (4) units (years) – 9, 10, 11, and 12
- Oral Communications: one-half (1/2) unit (1/2 year)
- Mathematics: four (4) units (years)
  - Algebra or its equivalent- 1 unit
  - Geometry or its equivalent - 1 unit
  - All math units must build on the base of algebra and geometry knowledge and skills. (Comparable concurrent credit college courses may be substituted where applicable)
  - A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.
- Science: three (3) units (years)
  - at least one (1) unit of biology or its equivalent
  - one (1) unit of a physical science
- Social Studies: three (3) units (years)
  - Civics or government, one-half (1/2) unit
  - World history, one (1) unit
  - U.S. history, one (1) unit
- Physical Education: one-half (1/2) unit (1/2 year)
  - While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
- Health and Safety: one-half (1/2) unit (1/2 year)

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

CAREER FOCUS: - Six (6) units

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

**The Core and career focus units must total at least twenty-three (23) units to graduate.**

**GRADUATION REQUIREMENTS FOR THE CLASS OF 2013-14 AND ALL CLASSES THEREAFTER**

The number of units students must earn in grades nine through twelve (9-12) to be eligible for high school graduation are to be earned from the categories listed below. A minimum of 23 units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan. Additionally, unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.<sup>2</sup>

**SMART CORE: Sixteen (16) units**

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

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

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

- Algebra I or Algebra A & B\* which may be taken in grades 7-8 or 8-9
  - Geometry or Investigating Geometry or Geometry A & B\* which may be taken in grades 8-9 or 9-10
- \*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.

- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math

(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units (years) with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units (years)

- Civics or Civics/American Government
- World History
- American History

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

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

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

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

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

**CAREER FOCUS: - Six (6) units**

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

**The Smart Core and career focus units must total at least twenty-two (23) units to graduate.**

**CORE: Sixteen (16) units**

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

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

Mathematics: four (4) units (years)

- Algebra or its equivalent\* - 1 unit
- Geometry or its equivalent\* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

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

Science: three (3) units (years)

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

Social Studies: three (3) units (years)

- Civics or government, one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

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

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

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

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

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

### **CAREER FOCUS: - Six (6) units**

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

**The Core and career focus units must total at least twenty-two (23) units to graduate.**

### **SPECIAL EDUCATION**

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, required under the Individuals With Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes. It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA. For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in state and federal statutes which govern special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504. The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding handicapped students. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of handicapped students and their parents.

The end goal of these programs is to see the student progress to the point that further remediation is no longer necessary. When completion of the goals of his special program has been accomplished, he may return to the regular classroom curriculum.

### **STUDENT PARTICIPATION IN SURVEYS**

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

- political affiliations;

- mental and psychological problems potentially embarrassing to the student or his family;
- sex behavior and attitudes;
- illegal, anti-social, self-incriminating, and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of ten (10) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

- A student's name;
- The name of the student's parent or member of the student's family;
- The address, telephone number, or email address of a student or a member of a student's family;
- A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
- Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

## **STUDENT SCHOOL RECORDS AND EDUCATIONAL RECORDS**

Except when a court order regarding a student has been presented to the district to the contrary, all students' educational records are available for inspection and copying by the parents of any student who is under the age of eighteen (18). At the age of eighteen (18), the right to inspect and copy a student's records transfers to the student. The district forwards education records, including disciplinary records, to schools that have requested them and in which the student seeks or intends to enroll.

The district shall receive written permission before releasing educational records to any agency or individual not authorized by law to receive and/or view the educational records without prior parental permission.

For purposes of this policy, the Hector School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a

student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. Any appeal above that level will be subject to the procedure set out in federal; law and/or regulation.

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

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

Permanent school records, as required by the Arkansas Department of Education, shall be maintained for each student enrolled in the District until the student graduates or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district upon the transfer of the student to another district.

## **STUDENT PUBLICATIONS**

All publications that are supported financially by the school or by use of school facilities, or are produced in conjunction with a class shall be considered school-sponsored publications. School publications do not provide a forum for public expression. Such publications, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial control of the District's administration whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations.

- Advertising may be accepted for publications that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorse such things as tobacco, alcohol, or drugs.
- Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator, ungrammatical, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
- Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct otherwise inconsistent with the shared values of a civilized social order, or to associate the school with any position other than neutrality on matters of political controversy.

Prohibited publications include:

- Those that are obscene as to minors;

- Those that are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;
- Those that constitute an unwarranted invasion of privacy as defined by state law,
- Publications that suggest or urge the commission of unlawful acts on the school premises;
- Publications which suggest or urge the violation of lawful school regulations;
- Hate literature that scurrilously attacks ethnic, religious, or racial groups.

### **STUDENT PUBLICATIONS ON SCHOOL WEB PAGES**

Student publications that are displayed on school web pages shall follow the same guidelines as listed above plus they shall

- Not contain any non-educational advertisements. Additionally, student web publications shall;
- Adhere to the restrictions regarding use of Directory Information as prescribed in Policy 4.13 including not using a student's photograph when associated with the student's name unless written permission has been received from the student's parent or student if over the age of 18.
- State that the views expressed are not necessarily those of the School Board or the employees of the district.

### **STUDENT DISTRIBUTION OF NON-SCHOOL LITERATURE, PUBLICATIONS, AND MATERIALS**

A student or group of students who distribute ten (10) or fewer copies of the same nonschool literature, publications, or materials (hereinafter "nonschool materials"), shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of nonschool materials shall have school authorities review their nonschool materials at least three (3) school days in advance of their desired time of dissemination. The superintendent or his/her designee shall review the nonschool materials, prior to their distribution and will bar from distribution those nonschool materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of nonschool materials.

The distribution of nonschool literature shall:

- Prevent disruption and may not be designed to stifle expression
- Once determined that the material will not cause a substantial disruption to the orderly operation of the school or educational environment, participants will be free to distribute the material at the times and locations agreed upon by other parties
  - In general, the following guidelines should be followed for determining the time and place of distribution
    - Time- Before school, during lunch periods in which the student(s) involved are not scheduled for class, or after school
    - Locations- In hallways, on doors, in the cafeteria, in the parking lots, at afterschool activities or athletics, or on the front grounds
- Not interfere with classes or school activities
- Not inhibit a person's right to accept or reject any literature being distributed
- Students shall be responsible for the removal of excess literature that is left at the distribution point for more than 5 days.

### **NEWSPAPER**

The Prowler is the official high school newspaper. It provides the student with news, sports, features, and special information concerning events occurring in the school. The newspaper staff and sponsor are responsible for its publication. A small charge is made to the student for each issue to cover costs of publication.

#### **SCHOOL NEWSPAPERS AND OFFICIAL PUBLICATIONS**

1. No Arkansas law exists which would prohibit students from establishing and maintaining a student or school newspaper, if this publication is to report school news.

2. Students have the right to write editorials.
3. Students must refrain from printing anything which might contain obscene language or libelous materials (This includes all policies included in the Student Publications section).

## **YEARBOOK**

The Hector School Yearbook is a hardbound volume published annually that provides an interesting account of the people, activities, and events that make up a year at the school. The staff is composed of students who are interested and motivated in producing a school year book. A number of useful skills may be learned under the supervision of the yearbook staff sponsor. Yearbooks are paid for in the spring and issued in the fall.

Although the student staffer's yearbook grade is not included in determination of that student's G.P.A., it is a credit course of one credit per year.

## **TELEPHONES**

School phones are reserved for School Business Use Only. Students will not be called from class unless someone is calling in case of an emergency. The office telephone is for office use only. Teachers will not dismiss student from class to use the telephone. In emergency situations, teachers may allow students to come to office to ask to use the phone. If a student needs to leave school due to an illness, the school nurse or administrator will contact the parent/guardian and make arrangements for the student to check out. At no time should a teacher allow students to use ANY phones other than the office phone.

## **TESTING**

Hector School District's testing program consists of the regular classroom academic tests used to measure competence and mastery of material presented in each class and achievement tests, aptitude tests, and interest inventories.

### IOWA BASIC SKILLS AND ACTAAP TESTS

The Iowa basic Skills and the ACTAAP (7<sup>th</sup> & 8<sup>th</sup> grade benchmark and End-of Course Exams) test is standardized achievement test used for the state and district testing programs. Students K-9 are administered this test in the spring of each year.

Results from these tests are used to track student achievement, identify weak areas, evaluate the school's curriculum, and plan a program of study for each student. A copy of scores from these tests will be sent home to parents and a copy will be kept in the student's permanent record.

### ASVAB

The ASVAB is an aptitude test administered to students in the 11<sup>th</sup> and 12<sup>th</sup> grade by the armed services on a voluntary basis. It yields a verbal and mathematical ability score, as well as student aptitude in other areas.

### OTHER TESTS

The school administers a general interest inventory to students in grades 7-12 for use in individual counseling. The school will administer, upon sufficient interest by the students, the PSAT (Preliminary Scholastic Aptitude Test) to students in grades nine, ten, and eleven, respectively, who are considering attending college upon graduation from high school.

Juniors and seniors may take the ACT or SAT tests at selected locations around the state.

The scores from these tests are reported to prospective colleges, and sufficiently high scores may result in academic scholarships at various colleges and universities. The amount of the scholarship and score may vary from institution to institution. Students should see the counselor or principal for additional information.

## **TEXTBOOKS**

Textbooks are furnished by the state and are issued at the beginning of the school year. Students who lose or damage a book while it is checked out to them will be expected to pay for it. The basic textbooks for the 7<sup>th</sup> through 12<sup>th</sup> grades are furnished through the State Textbook Program. Teachers will record your book number in their grade book. Students will be held responsible for the condition of their books throughout the year. When books are checked in at the end of the year, any damages beyond the normal wear must be paid by the student. Please bear in mind that someone must use that book the next year. All students are required to check back in a book before class credit can be given, unless a special arrangement has been worked out with the teacher. Any textbooks that are not returned will be charged to the student at the new textbook price regardless of previous condition. Report cards will be withheld at the end of the year until all school indebtedness has been taken care of satisfactorily.

## TRANSFER BETWEEN SCHOOLS

In order to ensure better student transition between schools (accredited to accredited; non-accredited to accredited), these guidelines will be applied to the transfer of students into and out of the Hector School District.

- Permanent school records, as required by the Arkansas Department of education, shall be maintained for each student enrolled in the district until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided by the receiving school district within ten (10) school days after the date a request from the receiving school district is received.
- For transfers into the Hector School District, the school places students at the same grade level when the student transfers from a school accredited by a state Department of Education.
- The Hector School District will expeditiously determine the placement of a student who transfers from a school not accredited by a state Department of Education through the use of:
  - the student's records forwarded by his/her last school attended
  - standardized test scores included in student folder
  - telephone call to school last attended
  - telephone call to Department of Education in Little Rock concerning accreditation of correspondence courses or Home Schooling Courses.

## TRANSPORTATION

### AUTOMOBILES AND MOTORCYCLES

A parking sticker must be purchased by each student who drives a vehicle to school. The cost will be \$3.00. The penalty for failing to obtain a sticker will be loss of driving privileges. The duration of the loss of driving privilege is at the discretion of the Principal.

If you drive an automobile or ride a motorcycle to school, park them in designated parking areas only. These vehicles are not to be removed until school is out in the afternoon unless you have special permission. You are not permitted to ride motorcycles or ride in automobiles during the noon hour.

If you drive any type of automobile or motor vehicle to school, you will be required to park in the parking lot across from the elementary school (unless in 12<sup>th</sup> grade- parking area in front of the multi-purpose building). Any student who fails to purchase a valid parking sticker will lose his/her privilege to drive for one semester, and the vehicle may be towed at the owner's expense. Do not return to the parking lot until you are ready to leave campus.

For you to park an automobile on campus and receive your sticker, you must have a valid driver's license and show proof of liability insurance. Come to the office at the beginning of the year and have these recorded. It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle.

### **Driving to school is a privilege - not a right.**

A valid on-campus parking permit must be in the possession of each student who drives to school. Parking sticker must be displayed in the back window of a student's vehicle. Failure to abide by these policies or driving a vehicle in an unsafe or illegal manner will result in loss of campus driving privileges or other disciplinary actions.

### BUS TRANSPORTATION

The school district provides free bus transportation to and from school for students who live in designated areas. Riding the bus is a privilege and not a right of the student. If you ride the bus, show your appreciation for this privilege by being at your bus stop on time each morning and by observing all bus regulations. It is not the bus driver's responsibility to wait for a student to arrive at the bus stop. If the student is not at their designated bus stop when the bus arrives, it will be assumed that the student is not riding the bus that day, and the bus driver will continue with their route. The bus driver has complete authority over passengers on his/her bus. Further details are provided in the "Bus Regulations" in this handbook.

## VIDEO SURVEILLANCE

The board has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras in any district building, on district property, and in district buses and vehicles. Video recorder placements shall be based on the presumption and belief that students, staff, and visitors have no reasonable expectation of privacy in areas or at events that occur in plain view of other students, staff, or visitors.

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording.

Videos containing evidence of a violation of student conduct rules and/or state or federal law shall be retained until the issue of the misconduct is no longer subject to review or appeal as determined by board policy or student handbook; any release or viewing of such records shall be in accordance with current law.

Students who vandalize, damage, disable, or render inoperable surveillance cameras and equipment shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

### **VISITORS- ADULTS**

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge. The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

### **CONTACT BY PARENTS**

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

### **CONTACT BY NON-CUSTODIAL PARENTS**

- If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or his/her designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting visitation may eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal.
- Unless prior arrangements have been made with the school's principal, Arkansas law provides that the transfer of a child between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation.

### **MEAGHAN'S LAW (SEX OFFENDERS ON CAMPUS)**

The Hector School District shall work with area law enforcement in a manner consistent with applicable state law and Arkansas Department of Education Regulations to communicate the presence of a sexual offender. When necessary, law enforcement may contact building principals and give them information concerning registered sex offenders. The decision regarding which school principals to notify rests solely with law enforcement officials who use a rating system to determine those needing to be notified according to the offender's dangerousness to the community.

Building principals should, in turn, notify any person who in the course of their employment is regularly in a position to observe unauthorized persons on or near the school's property. Those notified could include employees such as aides, bus drivers, coaches, maintenance staff, professional support staff, school level administrative staff, security personnel, teachers' assistants, and teachers.

It is important that school personnel receiving notice understand that they are receiving sex offender notifications in their official capacity and are **not** to disseminate information about an offender to anyone outside the school. If school personnel are asked about notification information by an organization using school facilities, they should be referred to the area law enforcement agency that issued the notice.

Persons **not** to be notified except at the specific discretion of area law enforcement officials include members of parent-teacher organizations, other schools, organizations using school facilities, students, parents or guardians of students, and the press. Personnel may inform the press about procedures which have been put in place and other general topics, but may not reveal the name or any other specifics regarding an offender.

A parent or guardian who is a Level 1 or Level 2 sex offender shall be allowed to enter the school campus to attend parent-teacher conferences or any other activity which is appropriate for a parent or guardian, or community member.

Level 3 and Level 4 sex offenders may only enter the school campus in the following instances.

- The offender is a student attending school in the district;
- To attend a graduation or baccalaureate ceremony, or a school sponsored event for which an admission fee is charged or tickets are sold or distributed;
- It is a non-student contact day according to the school calendar or no school-sponsored event is taking place on campus;
- The offender is a parent or guardian of a student enrolled in the district and goes directly to the school office to have school personnel deliver medicine, food, or personal items for the student;
- The offender is a parent or guardian of a student and enters the school campus where the student is enrolled to attend a scheduled parent-teacher conference **and** the offender is escorted to and from the conference by a designated school official or employee.

A Level 3 and Level 4 sex offender who is the parent or guardian of a child enrolled in the district and who wishes to enter the school campus in which the student is enrolled for any other purpose than those listed above, must give reasonable notice to the school principal or his/her designee. The principal or designee may allow the sex offender to enter upon the campus provided there is a designated school official or employee to escort and supervise the sex offender while they remain on campus. The sex offender shall not enter upon the school campus until such time as a designated school official or employee is available.

Copies of the notification from law enforcement should be kept in a secure place accessible to teachers and staff, but should not be posted on school bulletin boards or made available to students or members of the community at large.

## **VISITORS- STUDENTS**

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation in the school shall be allowed only with the permission of the school principal (and only considered by the principal during designated lunch periods and then only in the cafeteria), all visitors must first register at the office, and no student visitors will be allowed in classrooms during instructional time or on the front grounds.

## **VOLUNTEERS**

Enlisting the support of volunteers is a way in which the District can expand the scope of resources and knowledge available to enrich the students' educational experiences, while strengthening the relationship between the school and the community. Volunteers can also perform non-instructional tasks that allow certified personnel more time to devote to instruction. The program shall establish guidelines to ensure volunteers are aware of pertinent District policies and rules. Volunteers who violate school policies or rules, or knowingly allow students to violate school rules, may be asked to leave the school campus.

## BELL SCHEDULE

1 <sup>st</sup> Bell	7:55
1 <sup>st</sup> Period	8:00 – 8:45
2 <sup>nd</sup> Period	8:50 – 9:35
3 <sup>rd</sup> Period	9:40 – 10:25
4 <sup>th</sup> Period	10:30 – 11:15
5 <sup>th</sup> Period	11:20 – 12:05
Lunch	12:05 – 12:35
6 <sup>th</sup> Period	12:35 – 1:25
7 <sup>th</sup> Period	1:30 – 2:20
8 <sup>th</sup> Period	2:25 – 3:15

## 2011-12 CLASS AND CLUB SPONSORS

<b>7<sup>th</sup> GRADE</b>	<b>Charton, Sumners</b>
<b>8<sup>th</sup> GRADE</b>	<b>Curchill, M. Stroud, P. Lawrence</b>
<b>9<sup>TH</sup> GRADE</b>	<b>Alvis, G. Simmons, S. Lawrence</b>
<b>10<sup>TH</sup> GRADE</b>	<b>Woods, M. Emerson, Shaver</b>
<b>11<sup>TH</sup> GRADE</b>	<b>Inman, Houghton, Haralson</b>
<b>12<sup>TH</sup> GRADE</b>	<b>Rogers, Willcutt, Killins</b>
<b>Student Council</b>	<b>Killins</b>
<b>Beta</b>	<b>M. Stroud, P. Lawrence</b>
<b>F.C.C.L.A</b>	<b>Willcutt</b>
<b>Trades and Industry</b>	<b>M. Emerson</b>
<b>F.B.L.A.</b>	<b>J. Stroud, Jacobs</b>
<b>Close-Up</b>	<b>Killins</b>
<b>Yearbook</b>	<b>Tabor</b>
<b>F.C.A.</b>	<b>Cheney</b>
<b>Fire Marshals</b>	<b>M. Emerson</b>
<b>Gifted &amp; Talented</b>	<b>J. Emerson</b>
<b>Newspaper</b>	<b>Tabor</b>
<b>S.A.D.D.</b>	<b>Tabor, Lake</b>
<b>Chess Club</b>	<b>Killins</b>

### HOMEROOM ASSIGNMENTS

<b>SENIORS – Class of 2011</b>	<b>Mrs. Willcutt</b>
<b>JUNIORS – Class of 2012</b>	<b>Mrs. Inman</b>
<b>SOPHOMORES – Class of 2013</b>	<b>Mrs. Woods</b>
<b>FRESHMAN – Class of 2014</b>	<b>Mr. Alvis</b>
<b>8<sup>TH</sup> GRADE – Class of 2015</b>	<b>Ms. Churchill</b>
<b>7<sup>TH</sup> GRADE – Class of 2016</b>	<b>Mrs. Charton</b>

**REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS**

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

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

Media Center material being contested:

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Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in policy):

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What is your proposed resolution?

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Signature of Principal \_\_\_\_\_

Signature of Superintendent (if appealed) \_\_\_\_\_

**OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION**  
**(Not to be filed if the parent/student has no objection)**

I, the undersigned, being a parent of a student, or a student eighteen (18) years of age or older, hereby note my objection to the disclosure or publication by the Hector School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

I understand that the participation by the below-named student in any interscholastic activity, including athletics and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, *etc.*, is not within the control of the District.

I understand that this form must be filed with the office of the appropriate building principal within ten (10) school days from the beginning of the current school year or the date the student is enrolled for school in order for the District to be bound by this objection. Failure to file this form within that time is a specific grant of permission to publish such information.

I object and wish to deny the disclosure or publication of directory information as follows:

Deny disclosure to military recruiters \_\_\_\_\_

Deny disclosure to Institutions of postsecondary education \_\_\_\_\_

Deny disclosure to Potential employers \_\_\_\_\_

Deny disclosure to all public and school sources \_\_\_\_\_

Selecting this option will prohibit the release of directory information to the three categories listed above along with all other public sources (such as newspapers), **AND** result in the student's directory information **not** being included in the school's yearbook and other school publications.

Deny disclosure to all public sources \_\_\_\_\_

Selecting this option will prohibit the release of directory information to the first three categories listed above along with all other public sources (such as newspapers), but permit the student's directory information **to be included** in the school's yearbook and other school publications.

\_\_\_\_\_  
Name of student (Printed)

\_\_\_\_\_  
Signature of parent (or student, if 18 or older)

\_\_\_\_\_  
Date form was filed (To be filled in by office personnel)