

STAR CITY HIGH SCHOOL

ACADEMIC PLANNING GUIDE / STUDENT HANDBOOK

2014-2015



ADMINISTRATION:

DR. RICHARD MONTGOMERY, SUPERINTENDENT

MIKE WALKER, PRINCIPAL

GINA RICHARD, ASSISTANT PRINCIPAL

*POLICIES OF THIS HANDBOOK WERE APPROVED BY BOARD ACTION
ON JULY 23, 2013 BY THE STAR CITY SCHOOL BOARD.*

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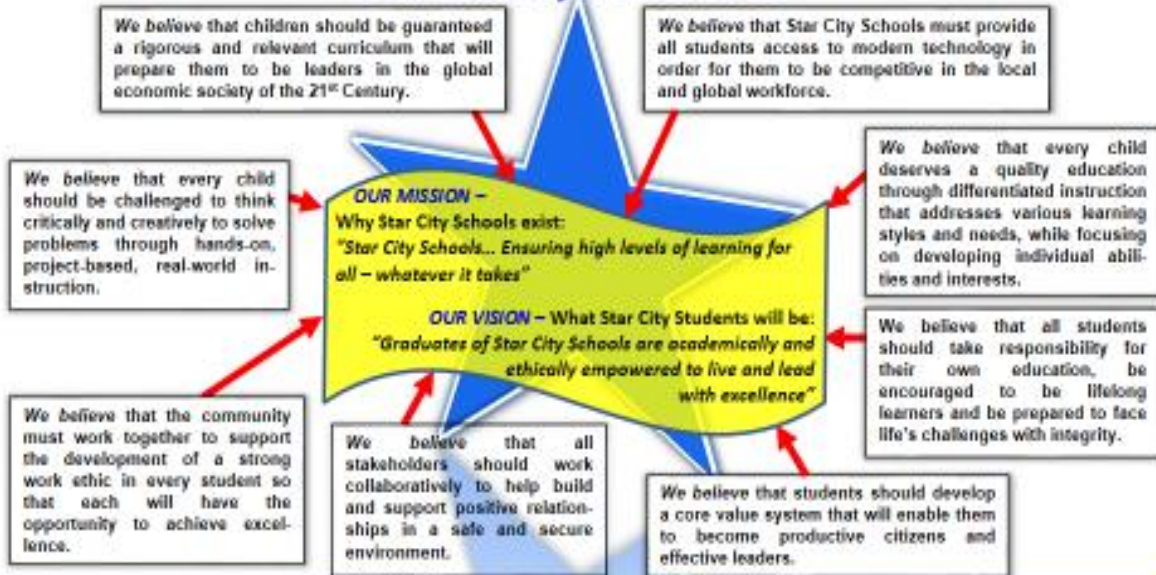
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[HTTP://WWW.STARCITYSCHOOLS.COM](http://www.starcityschools.com)

Star City School District Foundation for Excellence



Star City School District Goals

1. Develop and sustain a professional learning community that focuses on learning as the work of the district and cultivates a culture of collaboration, interdependence, and collective responsibility for ensuring that all students learn at high levels.
2. Develop and sustain a rigorous and relevant K-12 curriculum that provides each student with project-based, real-world instruction/learning with emphasis on critical and creative thinking.
3. Each student will utilize modern technology to advance his/her own learning.
4. Each professional learning community will receive the necessary training and support to differentiate instruction.
5. Develop and provide avenues for all stakeholders to work collaboratively to assure a working partnership that supports clear, ethical expectations in a safe and secure environment.
6. Develop a district and community culture that promotes high expectations and accountability for life-long learning.



PRINCIPAL’S MESSAGE

Dear Students and Parents,

Welcome to Star City High School! The Academic Planning Guide/Student Handbook offers you valuable information to explore as you continue your high school experience. The mission of the Star City School District is to ensure high levels of learning for all – whatever it takes. Our vision is that graduates of Star City Schools are academically and ethically empowered to live and lead with excellence.

Please refer to the information found in this book to guide your course selection. You should utilize the “Five Year Education Plan” on page 14.

Star City High School offers a variety of course offerings. There are three areas in our course offerings which potentially result in college credit. Advanced Placement (AP) courses, Project Lead the Way (PLTW) and Arkansas Early College High School (AECBS) all provide college credit opportunities. Each university and college determines the courses and scores needed to grant credit from their institution.

Students may also choose from a variety of meaningful electives that promote career exploration and post-secondary planning. Our Career and Technology Education Department includes classes in business education, family and consumer sciences, agricultural science, computer science, engineering and biomedical science. The Fine Arts Department includes art and music.

The Academic Planning Guide/Student Handbook is one tool to help you realize your full potential. Please keep this guide as a reference throughout your school year. In addition to academics, I encourage you to participate in extracurricular activities and athletic programs. There are many ways to get involved and make your high school years memorable.

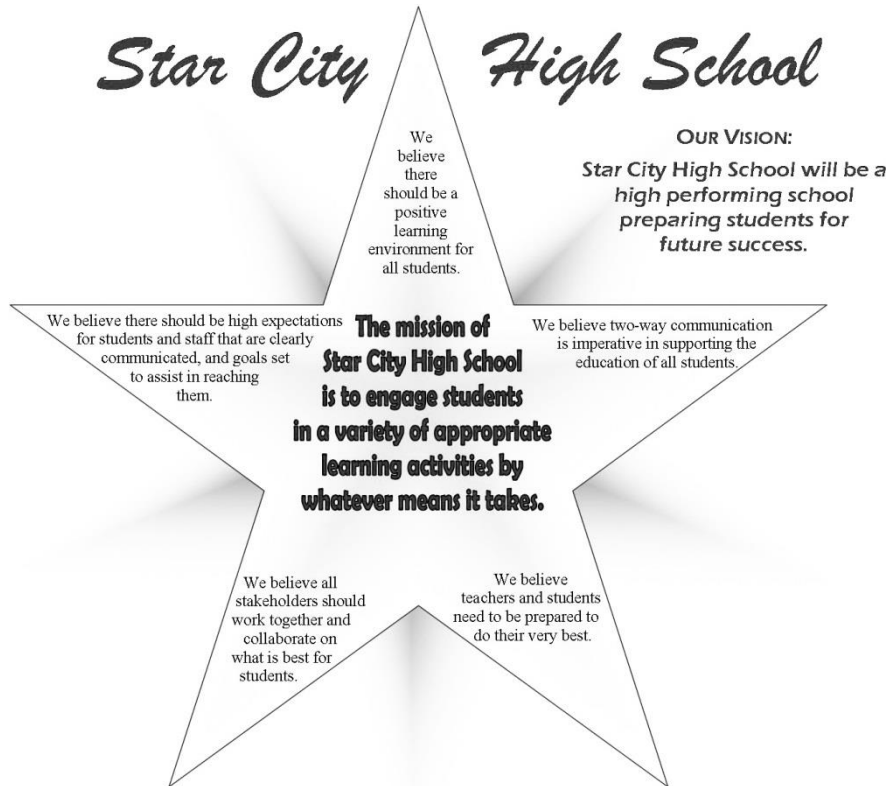
Mike Walker
Principal
Star City High

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2014-15

Star City High School



PRIORITIES

- We will **STRIVE FOR EXCELLENCE** in all of our programs and practices.
- We will **CONNECT WITH THE COMMUNITY** to maximize family and community involvement.
- We will **MAXIMIZE THE USE OF TECHNOLOGY** to improve instruction, administration and communication.
- We will **SERVE AND SUPPORT STUDENTS** to help them be successful.
- We will ensure that each student has access to a **CHALLENGING CURRICULUM AND INSTRUCTION** in an active learning environment.

COMMITMENTS

As a learning community that cares about young adults:

- We will exhibit the values that we expect our students to achieve.
- We will encourage creativity, flexibility and risk taking in our operations and programs for students.
- We will maintain public trust, fiscal responsibility and accountability at all times.
- We are all teachers, learners and leaders who model professionalism in all of our interactions.
- We will foster a safe environment with respect for all individuals.

CHARACTERISTICS OF THE IDEAL GRADUATE

As a result of learning experiences at Star City High School, a student will acquire the knowledge and skills to become:

A Complex Thinker Who:

- ★ analyzes, evaluates, and synthesizes information and ideas from multiple resources to make responsible, informed decisions.
- ★ applies flexible and creative ideas, strategies, and technologies to identify and solve problems.
- ★ solves problems by generating possible solutions, anticipating possible consequences, and evaluating results.

An Effective Communicator Who:

- ★ gives and follows instructions accurately.
- ★ understands, organizes, and expresses ideas in standard written and spoken English.
- ★ understands, organizes, and expresses ideas in appropriate languages, including those of the arts, mathematics, and other sciences.

A Responsible Citizen Who:

- ★ promotes and supports attitudes, practices, and policies that enhance and perpetuate our democracy and enhance the quality of life in our multicultural, interdependent world.
- ★ participates as an integral part of a team to achieve goals.
- ★ works with others for the purpose of resolving conflicts peacefully and in reaching decisions.
- ★ demonstrates, supports, and challenges leadership when appropriate to the situation.

An Ethical Person Who:

- ★ develops and demonstrates a strong sense of personal identity and values.
- ★ makes responsible decisions that balance self-interest with the interests of others.
- ★ displays the qualities of caring, respect for others, honesty, integrity, fairness, and community.

A Self-Directed Individual Who:

- ★ takes responsibility for self-improvement and on-going learning.
- ★ evaluates, adapts, and plans using the lessons of the past and forecasts of the future.
- ★ identifies, understands, and develops healthy mental and physical behaviors.

A Quality Worker Who:

- ★ creates high quality products, services, and performances through independent actions and teamwork.
- ★ identifies, organizes, plans, and allocates resources efficiently.

STAR CITY HIGH SCHOOL BOARD OF EDUCATION

BOARD OF EDUCATION

The Board of Education sets general school policy, and within the framework of the Arkansas Board of Education regulations, establishes guidelines that will ensure the proper administration of the District. Written policies of the Board are available for inspection at each school and in the District office. The seven member Board of Education members are elected and do not receive a salary for their commitments.

Board of Education meetings are typically held at 6 p.m. on the fourth Tuesday of the month, unless otherwise notified. The regular meeting place for the Board of Education is the Administration Building, 400 E. Arkansas, unless notified otherwise. Agendas and minutes of each meeting are available on the SCHS webpage (www.starcityschools.com).

Board Of Education:

Board of Education members are: President Russell Altom, Vice President Randy Morgan, Secretary Ruthie Johnson, and Members At Large, Brenda McGathy, Robert Scott, Randy Noble and Jimmy Owen.

Administration:

Dr. Richard Montgomery, Superintendent, is supported by a leadership team composed of the assistant superintendent, the principal and assistant principal. Please see page 6 of this handbook for a complete list of administrators and their contact information.

TO THE STUDENT:

This document has been prepared for the purpose of outlining to you the expectations of the Star City School District in regard to student conduct.

The District recognized that students are guaranteed full rights or citizenship by the United States Constitution; and these rights may not be denied except in accordance with due process of law. The District further recognized that with these rights there are responsibilities which are designed to help all participants acquire the full benefits of the educational program, regardless of race, sex, creed or national origin.

Students are expected to follow the provisions of this handbook and obey the directions of certified staff as well as non-certified staff and school volunteers who have been assigned responsibilities that include the supervision or oversight of students. Failure to follow the directions of a volunteer or non-certified staff member is a violation of this handbook, and will result in disciplinary action being taken against the student, ranging from a warning to permanent expulsion.

It is impossible to list in this handbook all of the rules and guidelines for students and staff use. Therefore, the contents of this Handbook should not be construed to limit or deny your rights and responsibilities on your own campus as a member of the student body or as a citizen, neither should it be construed as limiting or denying your principal the right and responsibility to develop such necessary rules and regulations that are not inconsistent with federal and state laws and Board of Education policies and regulations.

Each student will receive a copy of the policy handbook, and will be required to sign a statement of receipt.

WHO OWNS THIS SCHOOL?

Surprisingly, **YOU do!** Your parents and all taxpayers are legally required to pay taxes that build and maintain the public school system. Everyone pays taxes in one form or another. Therefore, any damage done to this building, equipment, buses, or books must be paid for with your own family's money. It is not enough that you should refrain from doing anything to increase this cost to your parents, neighbors and yourself, but you must help protect the schools by discouraging or reporting such activity by any others. **REMEMBER**, most trouble starts as fun!

STAR CITY HIGH SCHOOL

THE STUDENT'S CREED

I believe in the Star City Public School and in things for which it stands- Character, Service, Leadership, and Scholarship. I believe in achievement. I believe in loyalty to our school and its traditions, and I pledge upon my honor to help in all its undertakings, in all that will make it a stronger school.

Star City School District Calendar 2014-2015 Board Approved

August 18	First Day of School
September 1	Labor Day
November 7	AEA Conference
November 24, 25, 26, 27, 28	Thanksgiving
December 22 – January 2	Christmas Break
January 19	Martin Luther King Holiday
February 16	President's Day Holiday
March 23-27	Spring Break
May 25	Memorial Day
May 26	Last Day for Students (If there are not
May 27, 28, 39, and June 1, 2	Inclement weather days (Senate Bill 814)

2014-2015 Handbook Committee

Mike Walker, Principal
Gina Richard, Assistant Principal
Bonnie Pearson, Counselor
James Virden, School Resource Officer
Tim Jones, Teacher
Cody Rowland, Teacher
Heidi Rowland, Teacher
Brandy White, Parent
Kacee Daniels, Student
Arinitria Scruggs, Student
Cade Mizell, Student
Ozzy Weast, Student

STAR CITY HIGH SCHOOL DIRECTORY

Main Switchboard: (870) 628-4111

SUPERINTENDENT

Dr. Richard Montgomery (870) 628-4237

ASSISTANT SUPERINTENDENT

Sandra Lanehart (870) 628-4237

PRINCIPAL,

Mike Walker (870) 628-4111

ASSISTANT PRINCIPAL

Gina Richard (870) 628-4111

COUNSELOR

Bonnie Pearson (870) 628-4111

DIRECTOR OF ATHLETICS

Mike Walker (870) 628-4111

DIRECTOR OF GIRLS ATHLETICS

Becky Brown (870) 628-4111

SUPERVISOR OF MAINTENANCE

Randy Bolin (870) 628-5951

EDUCATION TECHNOLOGY FACILITATOR

Linda Kay Thompson (870) 628-4237

LEA SUPERVISOR

Jeri Farabough (870) 628-4237

DISTRICT TECHNOLOGY COORDINATOR

Randy Newton (870) 628-4237

DISTRICT TRANSPORTATION SUPERVISOR

Jesse Jackson (870) 628-5951

General

Information



Inspire a sense of **personal responsibility** and a **passion for learning** while challenging students to reach their **full potential**



General Information

ABOUT STAR CITY HIGH

Star City High School offers a four-year (9-12) comprehensive education to approximately 500 students. Star City offers a curriculum to challenge students of all skill levels, incorporates uniform technology experiences for all students, and provides a full range of activities and athletic programs.

Students attend classes for a total of 36 weeks in two semesters. Each class meets for 45 minutes, three days a week and 49 minutes two days a week. Star City High School is fully accredited by the Arkansas State Board of Education.

ANIMALS

Animals will not be brought to school without permission of the Principal. Animals are not allowed on the bus at any time. Classroom pets must be kept in appropriate case/containers and are not to be handled by students.

ASSEMBLIES

Assemblies are regularly 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 appropriate audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television, or movies, the performers are very conscious of their audience. Talking whispering, whistling, stomping of feet and booing are discourteous. Yelling is appropriate only at pep assemblies.

1. Proceed to the assembly area quietly and promptly. Find your seat quickly.
2. When the person in charge asks for your attention, give it to them immediately.
3. Be courteous to the performers and to your neighbors. Do not use an interval of applause or the short time between numbers to start conversation.
4. Applaud in keeping with the occasion. Applause should be generous and courteous.
5. Do not leave the assembly until dismissed.

CAFETERIA (MEAL) PAYMENT AND CHARGES

Lunches will be paid at the point of service (or in any amount in advance). For example, a parent may prefer to pay for a week's or a month's worth of lunches in advance. Our system will account for this payment, and your child will be served accordingly.

No charges for lunches will be allowed after the fifth accumulated charge. Following the fifth accumulated charge the student will be provided up to five alternative lunches. If the account is not brought current by the fifth alternative lunch, a FINS will be filed.

CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES

Students misusing cell phones or other electronic communication devices shall have them confiscated and will receive an office referral. If a student's cell phone or other electronic communication/entertainment device is concealed and makes a noise, the student will be expected to turn the device over to school personnel. Students have no right to privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated for investigations. Any student using cell phones or

other electronic communication devices for harassment, intimidation, or cheating will be subject to discipline, up to and including suspension with recommendation for expulsion. Students who use school issued cell phones and/or computers for non-school purposes, except as permitted by district policy or administrative regulation, shall be subject to discipline, up to and including suspension or expulsion.

Students are allowed to use or have out cell phones or other similar communication devices before school, after school, and during the students' lunch time. Talking on a cell phone, listening, ringing, checking the time, taking pictures, etc. will not be allowed at any time during instructional or class change time unless permission is given to the student from school personnel. During instructional time (including intervention period) phones may not be used for any reason (including talking on a cell phone, listening, ringing, text messaging, checking the time, taking pictures, etc.) unless permission is given from school personnel.

At no time should a student use a cell phone during a test. Due to test security reasons the administration of high stakes testing (ACT, AP, EOC, etc.). Students are prohibited to have phones in their immediate possession during test administration. Violation of this policy will result in immediate confiscation of the phone and the student will be assigned 3 days of In School Suspension. Further action may be taken by the testing company in addition to the action of SCHS.

Students bring these devices to school at their own risk. Star City School District faculty and staff members are not responsible for any damaged, missing, or stolen cell phones. If a student has a cell phone or other electronic device stolen or damaged, the school will not utilize administrative time to investigate the incident nor will the school take any financial responsibility for the cell phone or cell phone charges.

The penalties will be as follows:

1st Offense – 3 days detention hall

2nd Offense – 5 days of detention hall

3rd Offense – 1 day of ISS

* Additional offenses –3 days of ISS

The numbers of offenses are cumulative for the entire school year.

CHECKING OUT

Students will not be able to check out of school with a note or phone call, except under extenuating circumstances. The student's parent or guardian should come to school in person to check out their son/daughter. If the parent or guardian is aware several days in advance, they may come in and designate a time and date in the future when the student may leave school. A picture identification may be required to check out a student.

Star City High School is a closed campus. Students will not be allowed to check out just for lunch. Due to Act 675 of 2003 seniors will not be allowed to check out for work release.

CHILD ABUSE (ACT 214 OF 1999) AND ACT-28 (SB 17) COUNSELORS ACCESS TO CHILD ABUSE REPORTS

Any teacher, school official, school counselor, social worker, or day care center worker who has reasonable cause to suspect that a child has been subjected to maltreatment or that a child has died as a result of maltreatment or observes a child subjected to conditions or



General Information

circumstances which would reasonably result in maltreatment shall immediately notify the area child abuse hotline.

Certified Counselors in public schools are added to the list of persons to whom child abuse records may be disclosed. Counselors must treat disclosed information as confidential. Effective 7/3/89 (Instructional Services). **Any school employee is legally responsible to report child abuse and/or neglect to the proper authorities.**

COLLECTING MONEY

No money may be collected at public expense and spent for private pleasure. **All money collected will be turned over to the principal's office.** A receipt will be given for the money.

COMMUNITY RELATIONS

Star City School District provides information about the schools and the District through a variety of publications to parents, school employees, alumni, community members, local government leaders, sender school representatives, and local businesses; keeps school employees informed about the community they serve; and serves as the District's public response center and media contact. For information about any District issue, call the District Administration Office at (870) 628-4237 or go to www.starcityschools.com.

SCHOOL MESSENGER:

This service keeps parents and employees updated of emergency messages and community outreach information about the District via an automated phone message system. Parent contact information is updated nightly through the District's mainframe system. If your phone number has changed, please contact Randy Newton at 628-4237, ext 292. Any questions about School Messenger can be directed to the District Administration office.

THE BULLDOG TIMES:

This electronic newsletter is sent via e-mail every other week to all Star City High School parents and staff. In addition, any interested community member can sign up via the SCHS website (www.starcityschools.com) to receive the e-newsletter. This publication provides the latest news and updates from the schools and the District.

SCHOOL CONNECT APP:

Parents and students may download the Star City School Connect App to their mobile device by scanning the QR Code located on the front of the handbook. The School Connect App is additional service to keep parents, students and employees updated of current events, messages and community outreach information. If you have any questions, please contact Staci Frizzell at 628-4111, ext. 256.

DEBTS

All debts must be paid by the end of the school year in which they were incurred. Students will not be admitted to enroll the following year until all outstanding debts are cleared.

DISCRIMINATION DISCLAIMER

The Board subscribes fully to the principle of the dignity of all people and of their labors and shall take affirmative action to insure that applicants are employed and promoted without regard to their handicap, race, age, religion, creed, color, sex, or national origin. Every available opportunity shall be taken in order to assure that each applicant for a position is selected on the basis of qualifications, merit, and ability. No inquiry in regard to handicap, race, age, religion, creed, color, sex, or national origin shall be made of a person

proposed for or seeking employment in any capacity in the district unless compelled by law.

EMERGENCY SCHOOL CLOSING

The superintendent is empowered to close the schools or to dismiss students early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members. It is understood that the superintendent will take such action only after consultation with transportation and weather authorities. Parents/guardians will receive an automated phone message by 6:30 a.m. for full-day school closings. Information will also be posted at www.starcityschools.com by 6:30 a.m. In addition, information about school closings can be heard by tuning to Channel 7 and 11 News.

EMERGENCY PROCEDURES/EVACUATIONS

Decisions concerning a district-wide emergency situation will be made by the superintendent. In the case of a school building emergency situation, the decision will be made by the building principal or in his/her absence, the assistant principal for instructional services, or in his/her absence, the assistant principal for student services. Parents/guardians will be notified immediately via the automated phone message system.

ELIMINATION OF DISCRIMINATION

Star City High School does not discriminate on the basis of sex, handicap, or disability, or permit sexual harassment in its educational programs, activities, or employment policies as required by title IX of the Federal Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and Title IIA of the Americans with Disabilities Act. Grievance procedures have been established to provide for prompt and equitable resolution of student and employee complaints alleging any prohibited action under these regulations. The Assistant Superintendent for Educational Services coordinates the District's efforts to comply with the law and can be contacted at the District Administration Center, 400 E. Arkansas, Star City, AR 71667, (870) 628-4237.

EMERGENCY DRILLS

FIRE DRILLS

Fire drills are conducted once each month. There will be an alternating tone for the main building and the rest of the campus. Students are to evacuate the building rapidly and quietly according to the evacuation chart in the room. Students are under the control of their teachers at all times during drills.

STORM DRILLS

Storm drills will be announced over the intercom. Storm drills signal is a fast alternating sound of the intercom. Teachers will give student instructions on what action to take, depending upon which building the students happens to be in. The all-clear signal will be given on the intercom.

EARTHQUAKE DRILL

The signal for the earthquake drill will be announced over the intercom. The signal for the earthquake drill will be a continuous horn on the intercom. Teachers will give instructions on what action to take.



General Information

FACILITIES

GENERAL COMPUTER LABORATORIES

The computer labs offer students access to state of the art computing resources throughout the school day, including: word processing, spreadsheets, Internet access, specialized curriculum software, and printing capabilities. The Star City computer network allows students to work on assignments from any location, regardless of where the project originated. All students are encouraged to develop essential technology skills which will enable them to succeed in a technology based society.

LIBRARY

The Star City High library offers a full range of library services at a location for students to research, read for pleasure, and do homework.

In addition to books and magazines, the library offers a wide range of databases which offer full text articles and access to authoritative, accurate information or research across the curriculum. The library encourages students to read for pleasure.

FOOD AND NUTRITION SERVICES

It is important for teens to eat nutritionally in order to do their best in school. Star City High students may select from a wide variety of nutritious hot and cold meals served for breakfast and lunch. A variety of nutritious breakfasts and lunch offerings are served daily. For daily menus, check the Star City High website www.starcityschools.com under "Information for Parents" section. Students may also bring their own lunch each day.

PREPAYMENT:

The online lunch payment system is the easiest way for parents to add money to their student's lunch account. Simply use the online registration code and password to log into the secure website at www.starcityschools.com. If you have forgotten your online registration code and password, please call (870) 628-4111 for assistance.

FREE LUNCH PROGRAM:

Star City High School's free lunch program provides free meals for children unable to pay the full price of meals served under the Arkansas Free Lunch Program. Local officials use the state's annually determined family size and monthly income criteria for determining eligibility.

Application forms, noting family size and monthly income criteria, are available in the principals' office at each campus. If a household currently receives food stamps or "Aid to Families with Dependent Children" (AFDC) for their child(ren), they have to list the child(ren)'s name and food stamp or AFDC case number, provide support documentation and sign the application. In certain cases, foster children are eligible for meal benefits regardless of the household income.

Households dissatisfied with the ruling of the official may wish to discuss it with the school. This can be done by calling or writing the following official: Assistant Superintendent, 400 E. Arkansas, Star City, AR 71667. The complete policy may be reviewed by any interested party at the school and the Administration Center of Star City Schools.

HOMELESS LIAISON

The Homeless Liaison for Star City High School is the Assistant Superintendent, Sandra Lanehart, who can be contacted at (870) 828-4237.

LEAVING THE ROOM

Permission to leave the classroom for any purpose must be granted the student by the teacher.

LOCATION

Records for students who are currently in attendance are kept in the Counselor's office. The records for students who have graduated can be obtained from the Counselor. The records for students who have transferred or withdrawn can be obtained from the Counselor. Health records are maintained separately in a secure location in the Nurse's office.

MAINTENANCE AND DESTRUCTION

Permanent records are maintained in the District Administration office; temporary records are retained for five (5) years following graduation, transfer, or other form of permanent withdrawal from school. Temporary special education records are destroyed five (5) years after graduation. Reasonable notice is given and an opportunity to obtain temporary records before they are destroyed.

NON-CUSTODIAL PARENTS

A non-custodial parent has the same rights as a custodial parent to review student records and other school information. After submitting a written request, the parent may review or receive copies of information in his or her child's student records.

Non-custodial parents who want to have notice of school events will find that much of this information is available on the District website and through the District's electronic phone message. Requests to have copies of such notices provided by mail will be honored if the administrative resources of the District allow. A reasonable charge for postage and photocopying costs may be imposed. Non-custodial parents are welcome to participate in events at the school such as parent-teacher conferences and school athletic events and productions.

ONLINE SERVICES FOR PARENTS

Star City High parents have access to an ever-expanding of online services to help & stay informed about the academic progress of your child, pay a variety of fees and keep up with the latest school and District news. The following services are currently available via the Star City Schools website (www.starcityschools.com):

1. Student academic information using Home Access Center
2. District publications including: Academic Planning Guide/Student Handbook
3. Up-to-date activities and athletics calendar
4. On-line meal account payments at www.starcityschools.com

PARENT INVOLVEMENT

STATEMENT OF PURPOSE:

The faculty of our school is committed to providing a quality education for all students and to recognizing the essential role of parents and the value of their input.

Goal 1: Provide parents with the opportunity to have input in the Parental Involvement Plan at the district level and at their child's school.



General Information

Strategies

- Provide parents with a copy of the school–parent involvement plan via the student handbook, visitation day, or open house and on-line before October 1.
- Provide parents with opportunities to give input and suggestions for revision of the district or school plan through a variety of ways.
-
- Provide parents with a copy of the district's parental involvement plan.

Goal 2: Provide outreach for parents of limited English proficiency (LEP) students so they can be involved in their child's education.

Strategies

- Follow the District LEP Plan to assess possible LEP students and communicate with parents regarding this process.
- Coordinate with various agencies to assist parents of LEP students.
- Provide, whenever possible, pertinent school information in the parents' native language.

Goal 3: Provide notice and information under the "Parents Right to Know" requirements to all parents in Star City High School in an understandable and uniform format and, to the extent practicable, in a language parents can understand.

Strategies

- Provide each parent with a copy of the Student Progression Plan.
- Notify parents through newsletters, parent–school organization meetings and other means that the faculty and staff are highly qualified and meet required standards.
- Notify parents, via a letter, if their teacher or paraprofessionals in their child's classroom are not highly qualified.

Goal 4: Provide opportunities for parental involvement capacity building at the district and school levels.

Strategies

- Provide orientations for all parents interested in volunteering.
- Provide activities at a variety of times.
- Conduct an annual parent survey requesting parental input on workshops.
- Utilize a variety of communication techniques to enhance parent participation.
- Provide opportunities for community–based organizations and businesses to support the capacity building efforts of parental involvement.
- Provide opportunities to evaluate and identify barriers to successful parental involvement.

PETITIONS

All petitions shall be free of obscenities, libelous statements and personal attack and shall be within the bounds of reasonable conduct. Students signing such petitions shall be free from recrimination and retribution from members of the staff and administration.

Petitions will be turned in to the principal's office to be forwarded to the superintendent's office for a response.

QUESTIONS

While the Principal is generally responsible for student records, the Assistant Principal and Counselor handle most of the requests and questions. The Assistant Principal can answer questions about attendance or discipline. Questions about test results, grades, credits, transcripts, admission, or transfers should be directed to the counselor.

RESIDENCY

See District Policy 4.1 and 4.5.

RESTROOMS

The class break is for going to restrooms. A student is not to leave class and go to the restroom unless there is an emergency. Students who must learning opportunities for restroom use will be required to make-up the missed learning opportunity by attending Academic Focus. The make-up learning opportunity should equal the learning missed. Failure by a student to attend Academic Focus will result in disciplinary action.

SCHOOL PUBLICATIONS

A student's photograph and/or quotation may appear in a variety of school publications which include, but are not limited to: the yearbook, academic planning guide, e-newsletter, school brochures, electronic newspaper, and the school's website. If a parent or student over the age of eighteen does not want such photographs and/or quotations published in the school publications listed above, the student and/ or parent must notify the school by submitting Form 4.13F – Objection to Publication of Directory Information.

SECURITY

Visitors are required to enter the buildings through the main entrance and report to the front desk to obtain a visitor's badge. Visitors are required to display their badges while in the buildings to assist the staff and students in recognizing them as approved guests. Visitors are required to sign out and return their badges to the front desk upon their departure

WIRELESS INTERNET

Star City High School also has a wireless network that enables students to connect to the Internet from their mobile devices for educational purposes. Students are able to use the Star City High Portal to save files to the file system from any device they own to work on them at home. In addition, SCHS is focusing on teaching digital citizenship and online responsibility.

Academic



Planning

Inspire a sense of personal responsibility and a passion for learning while challenging students to reach their full potential

Five-Year Educational Plan

Effective with Class of 2013

Year 1 – Grade 9	
1 ST SEMESTER	2 ND SEMESTER
1. Pre AP English 9	1. Pre AP English 9
2. Pre AP Algebra	2. Pre AP Algebra
3. Pre AP Physical Science	3. Pre AP Physical Science
4. Pre AP Civics/Econ	4. Pre AP Civics/Econ
5. PE/Health	5. PE/Health
6.	6.
7.	7.
8.	8.

Year 2 – Grade 10	
1 ST SEMESTER	2 ND SEMESTER
1. Pre AP English 10	1. Pre AP English 10
2. Pre AP Geometry	2. Pre AP Geometry 2
3. Pre AP Biology	3. Pre AP Biology
4. World History (AP or Pre AP)	4. World History (AP or Pre AP)
5.	5.
6.	6.
7.	7.
8.	8.

Year 3 – Grade 11	
1 ST SEMESTER	2 ND SEMESTER
1. English	1. English
2. Math	2. Math
3. Science	3. Science
4. History	4. History
5. Career Ready 101/ACT Prep	5. Career Ready 101/ACT Prep
6.	6.
7.	7.
8.	8.

Year 4 – Grade 12	
1 ST SEMESTER	2 ND SEMESTER
1. English	1. English
2. Math	2. Math
3. Science	3. Science
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Year 5 – Post Secondary



Academic Planning

ACT CODE NUMBER: 042337

ALTERING GRADES

Any student who knowingly or purposely alters or duplicates a report card will be subject to disciplinary action.

ADVANCED PLACEMENT COURSES

Courses designated as advanced placement provide the student with a rigorous academic challenge in preparation for college level study. Students who score proficiency on an advanced placement test in May can garner a student college credit at some institutions of higher learning. Each institution determines how they choose to treat advanced placement test results.

All AP courses will be taught by teachers who have had the appropriate AP training. AP Students are required to take the College Board AP Exam each year in the class they are currently a member when it is paid by the Arkansas Department of Education or any other source. A student who does not take the test will be required to pay to return the test and will not receive weighted grade for the course.

In order for students to receive weighted credit for the AP course, they MUST take the AP exam.

Star City High offers Advanced Placement courses in: Biology, Calculus, Chemistry, Environmental Science, Language and Composition, Literature, Physics I & II, Statistics, Studio Art, US History, and World History.

ALTERNATIVE LEARNING ENVIRONMENT

As is required by A.C.A 6-18-508, the Star City School District provides an Alternative Learning Environment. The A.L.E. will have rules and procedures in addition to the student handbook. The mission of the Alternative Learning Environment is to offer educational choices and encourage and support the development of students whose educational needs are not met by traditional programs. The primary goals of the program are to help students develop and maintain the skills they need to function successfully in school and in society. Assignment of students to the ALE is not subject to appeal or review to the Star City School District Board of Directors.

SOME CHARACTERISTICS WHICH MAY INDICATE A NEED FOR PLACEMENT IN THE ALTERNATIVE LEARNING ENVIRONMENT:

- Below grade level
- One or more years behind in accumulating credits toward graduation.
- Retained one or more times from grades 1-12.



Academic Planning

- Recurring absences.
- Disruptive behavior
- School dropout
- Personal or family problems or situation
- In transition to or from residential programs

AUDITING A COURSE/REPEATING A COURSE

All earned grades will remain on transcripts. Repeating a course will not alter or eliminate a previous grade in the course for this year or any previous year.

BELL SCHEDULE 2014-2015 SCHOOL YEAR

Monday, Wednesday and Friday

1 st period	8:00 to 8:45
2 nd period	8:49 to 9:34
3 rd period	9:38 to 10:23

4 th period	10:27 to 11:12
5 th period	11:16 to 12:01
Academic Focus	12:03-12:33
Academic Support/LUNCH	12:33-1:03
6 th period	1:07 to 1:52
7 th period	1:56 to 2:41
8 th period	2:45 to 3:30

Tuesday and Thursday

1 st period	8:00 to 8:49
2 nd period	8:53 to 9:42
3 rd period	9:46 to 10:35
4 th period	10:39 to 11:28
5 th period	11:32 to 12:21
Academic Support/LUNCH	12:21-12:51
6 th period	12:55 to 1:44
7 th period	1:48 to 2:37
8 th period	2:41 to 3:30

CLASS CHANGES

Changes should be made during the first (7) school days of the semester. No changes will be made after this time, unless there are extenuating circumstances. Changes made after the first (7) school days will result in loss of credit unless the courses are the same.

CLASSIFICATION

Students are classified according to the number of units they have passed and not to the number of years they have spent in any one grade. To be classified as a sophomore, a student must have 4 units; a junior, 8 units; and a senior must be able to take enough credits to graduate. The above units are in solid subjects.

Students having completed English 9, English 10, and English 11 may substitute a college-level course in place of English 12. The student must provide proof of enrollment and successful completion of the course. Correspondence courses (college or high school) may not be taken to satisfy the English 12 requirement unless the student has previously taken English 12.

CONCURRENT CREDIT

According to the Arkansas Department of Education three semester

hours of college credit shall be the equivalent of ½ unit of high school credit. This can count as concurrent college and high school credit. Any English course taken in advance of English 12, must be the equivalent of freshman comp or above in order to receive high school credit.

CORRESPONDENCE COURSES

Star City School District will accept two correspondence courses for the purpose of graduation. Correspondence courses may only be taken as credit recovery (for courses previously taken and failed). Test for these courses must be proctored by a high school staff member. Prior approval should be obtained from the high school counselor.

COLLEGE PREPARATION

Recent research has shown that students most likely to follow through on college plans are those who, as ninth graders, report plans to attend college. Findings also have shown that encouragement from parents, more than anyone else, is the strongest predictor of college interest for ninth-graders.

Once students enter Star City High School, they should begin to discuss personal and educational goals with the counselor. The counselor can assist you in exploring educational opportunities that are developmentally suited to your goals, academic progress, test scores, participation in outside activities, and values. Following are guidelines for general college admissions:

A strong academic background of:

- 4 years of English
- 4 years of Math - including Algebra, Geometry and Algebra 2
- 3 years of Science- which includes lab courses; Biology, Chemistry and Physics
- 3 years of Social Studies
- 1 year of Foreign Language
- 2 years of Art, Drama, Journalism, Music, Foreign Language, or Career and Technical Education classes

COURSE ADD/DROP PROCEDURE

Under certain circumstances, a student is allowed to add or drop an elective class or make a change in level for a required class at the beginning of the semester. The following guidelines will be applied when a student makes one of these requests.

CRISIS INTERVENTION

In the event of emergency, death, or disaster, Star City Schools has a detailed Crisis Management Plan which goes into effect immediately and stays in place as long as necessary. Students and families are informed of specifics of the plan as needed.

AP AND PRE-AP COURSE DROP POLICY

1. Following the fifth week of the first quarter, any student wishing to drop an AP/Pre-AP class must meet with the



Academic Planning

2. There will then be a four week waiting period following these meetings, during which the student must continue to participate in the AP/Pre-AP course.
3. During this four week waiting period, the student and AP/Pre-AP instructor must document efforts to improve coursework. This may include extra tutoring sessions, study aids, and time with the AP/Pre-AP instructor, etc.
4. If at the end of the four week period the student has satisfied all requirements but still is not making satisfactory progress, they will be removed from the class with the approval of the principal and AP Coordinator. If no corresponding course, the student stay in the class until the semester is over.
5. If the student has not made efforts to improve class performance, they will not be allowed to drop.
6. No students will be allowed to drop an AP/Pre-AP course until this nine week period has ended and all requirements are met.
7. At the discretion of the AP committee (AP/Pre-AP instructor, AP Coordinator, Principal, Counselor) a student may be recommended for removal from the course if it becomes evident the student cannot be successful.

ELECTIVE COURSES

A student may change an elective class during the first ten days (10) of the semester pending availability.

Requests to drop an elective after the first ten (10) days of the semester will be evaluated for the next semester by a committee including a building level administrator, counselor, teacher and parent/guardian.

GRADUATION REQUIREMENTS

To earn a high school diploma, a student must successfully complete all graduation requirements as specified by the Star City School District Board of Education and the Arkansas State Board of Education.

The graduation requirements for 2014-2015 are:

English	4.0 Units
Math	4.0 Units
<small>(Includes Algebra II and Geometry)</small>	
Science	3.0 Units
<small>(Includes Biology and two units from Physics, Chemistry or Physical Science)</small>	
Social Studies	3.0 Units
<small>(Includes Civics/Economics, World History, and US History)</small>	
Oral Communications	0.5 Units
Health & Safety	0.5 Units
Physical Education	0.5 Units
Fine Arts	0.5 Units
<u>Electives</u>	<u>6.0 Units</u>
TOTAL	22.0 Units

The graduation requirements for 2015-2016 are:

English	4.0 Units
Math	4.0 Units
<small>(Includes Algebra II and Geometry)</small>	
Science	3.0 Units
<small>(Includes Biology and two units from Physics, Chemistry or Physical Science)</small>	
Social Studies	3.0 Units
<small>(Includes Civics/Economics, World History, and US History)</small>	
Career Ready 101/ACT Prep	1.0 Units

Oral Communications	0.5 Units
Health & Safety	0.5 Units
Physical Education	0.5 Units
Fine Arts	0.5 Units
<u>Electives</u>	<u>6.0 Units</u>
TOTAL	23.0 Units

The graduation requirements for 2016-2017 are:

English	4.0 Units
Math	4.0 Units
<small>(Includes Algebra II and Geometry)</small>	
Science	4.0 Units
<small>(Includes Biology and two units from Physics, Chemistry or Physical Science)</small>	
Social Studies	3.0 Units
<small>(Includes Civics/Economics, World History, and US History)</small>	
Career Ready 101/ACT Prep	1.0 Units
Oral Communications	0.5 Units
Health & Safety	0.5 Units
Physical Education	0.5 Units
Fine Arts	0.5 Units
<u>Electives</u>	<u>8.0 Units</u>
TOTAL	26.0 Units

Effective for the 2014-2015 school year, Project Lead the Way classes at Star City High School may be counted as a local science credit. Students are still required to complete Biology and two units from Physical Science, Chemistry or Physics.

DIGITAL LEARNING COURSES

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

Beginning with the Class of 2016, one(1) digital course will be required for both SMART CORE AND CORE which shall be one-half (1/2) credit of Career ready 101 and one-half (1/2) credit of ACT Prep.

SMART CORE: Sixteen (16) units

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

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

Mathematics: four (4) units (all students under Smart Core must take a

Beginning 2017, four (4) credits will be required. The District will award local science credit for 2nd, 3rd, and 4th year Project Lead the Way Biomedical and Engineering Courses or any other Arkansas Department of Education Approved science offering.

Social Studies: three (3) units

- Civics one-half (½) unit
- World History - one unit
- American History - one unit

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

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

Economics – one half (½) unit – dependent upon the licensure 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.

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

CAREER FOCUS: - Six (6) units for 2015 and 2016. Eight (8) units for 2017 and thereafter.

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.



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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

- Beyond Algebra II: this can include Pre-Calculus, Calculus, AP Statistics, Algebra III, Advanced Topic and Modeling in Mathematics, Mathematical Applications and Algorithms, Linear Systems and Statistics, or any of several IB or Advanced Placement math courses.

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

Natural Science: a total of three (3) units with lab experience chosen from

- One unit of Biology; and
- Two units chosen from the following three categories (there are acceptable options listed by the ADE for each)
 - * Physical Science
 - * Chemistry
 - * Physics or Principles of Technology I & II or PIC Physics

Beginning 2017, eight (8) credits of career focus electives will be required. Elective credit may be earned through existing course offerings and/or Virtual Arkansas digital courses.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

- 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

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

Beginning 2017, four (4) credits will be required. The District will award local science credit for 2nd, 3rd, and 4th year Project Lead the Way Biomedical and Engineering Courses or any other available Arkansas Department of Education offerings.

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit

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

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

Economics – one half (½) unit – dependent upon the licensure 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.

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

CAREER FOCUS: - Six (6) units for 2015 and 2016. Beginning 2017 and thereafter eight (8) elective credits will be required.

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



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curriculum frameworks through course sequencing and career course concentrations where appropriate.

Beginning 2017, eight (8) credits of career focus electives will be required. Elective credit may be earned through existing course offerings and/or Virtual Arkansas digital courses.

MAKE-UP WORK

Students who miss school due to an absence shall be allowed to make-up the work they missed during their absence. It is the school districts desire that students take the responsibility of arranging for all make-up work with his/her teacher(s). Failure by the student to take this responsibility will result in the teacher(s) communicating the time frame for make-up work. Students will be allowed one day for each day absent to make-up work unless other arrangements are made with an individual teacher. Failure to meet this time-line will result in a deduction of point value of 5% per day up to three days at which time an academic referral will be made to the principal's office. The student will be assigned academic support during lunch until the assignments are complete. A 5% deduction will continue until make-up work is complete.

MATH AND SCIENCE SCHOOL SENIORS POLICY-ACT 1326 OF 1997:

Students who attended school at Star City School District prior to acceptance to the Arkansas School for Mathematics and Sciences may elect to participate in graduation activities the year they graduate, including prom.

Students attending the Math and Science school will be sent a questionnaire at the beginning of their fourth year of high school in which they are to indicate which activities they plan to attend. The

questionnaire will be sent to the last address of the record in school district records. Failure to return the questionnaire by October 1 will constitute a waiver of the election to participate. Students who will graduate early and who intend to participate in any activities must notify the senior high principal, in writing by October 1 that they will graduate early and plan to participate in graduation activities.

Math and Science students will be responsible for the cost of these activities to the same extent as SCHS students, and agree by participating to abide by the Student Handbook of the Star City School District at these functions. Math and Science students who violate provisions of the Student Handbook at senior activities may be barred from attending one or more future events upon recommendation of the senior high school principal, subject to appeal to the superintendent, whose decision shall be final. Math and Science students who participate in the graduation ceremony will be recognized as honor graduates if appropriate and based on the criteria of the Star City School District for honor graduates. Math and Science students who choose to participate in graduation ceremonies will not receive diplomas issued by the Star City School District, but will instead be presented with certificates of recognition.

G.E.D. RELEASE

The student must make application to the school district for a waiver to enroll in an adult education program. Release will not be considered unless the student has completed six semesters has less than 15 credits and is 18 years of age.

GRADE POINT

Student grade points will be computed using the following scale:

Standard Classes	APClasses-Honors, International Baccalaureate and ADE approved courses
Grade A = 4 points	Grade A = 5 points
Grade B = 3 points	Grade B = 4 points
Grade C = 2 points	Grade C = 3 points
Grade D = 1 point	Grade D = 2 points
Grade F = 0 points	Grade F = 0 points

GRADING

Students in Grade K-12, Grading System-Nine weeks and semester grades will be calculated by using percentages and any percentage .50 or higher will be rounded to the next whole number. Assignment values for grades entered in grade book are 25% for classroom and homework assignments and 75% for all assessments.

- Summative assessments will administered at the end of each quarter.
- Report cards are sent home by each student at the end 9 weeks period stating the progress of that student for that period.
- The following grades are used by teachers:

Grade A-Superior.....	90-100
Grade B-Above Average	80-89
Grade C-Average.....	70-79
Grade D-Below Average	60-69
Grade F-Failing.....	59 & Below
- "I" means incomplete work and is used when a student failed to complete work at time of recording.
- **In order for students to receive weighted credit for AP courses, they MUST take the AP exam.**

STUDENT PROGRESS REPORT

- The school will make a report to the parents via progress reports at the end of each 4 1/2 weeks period.
- Parents should study the report and arrange for conferences with the teachers and principals when necessary. The school welcomes the cooperation of parents.

- Students must pass a minimum of 4 Advanced Placement classes and at least one year of foreign language.

Star City High School provides parents online grade book service. This application allows parents to view their child's grades and attendance in a real-time atmosphere. By using the students ID number and the password assigned by the school, a parent is able to view their child's current information, as well, information from previous marking periods.

GRADUATION MEDIA RELEASE

Class ranking will not be released to the media prior to the final grades being calculated, recorded and then verified by the administration.

GRADUATION

The graduation program is considered a part of the regular school activities and students are to conduct themselves accordingly. Graduation seniors who walk in the graduation exercise are expected to attend and participate in the practice session. Students who fail to participate in graduation practice will not be allowed to walk in the ceremony. Diplomas will not be presented at the graduation exercise.

They will be handed out at a designated area after program to those students whose behavior warrants receiving a diploma. Students must have

TRANSFER POLICY

Transfer students may be eligible for honor graduate and class rank status only if the transfer is from an accredited school and the student has met the requirement regarding the number of AP courses and curriculum set forth in the honor graduate requirements by the Star City School District. Star City High School will accept all weighted AP credits from other accredited schools. Transfer students must be enrolled in Star City High School District on the beginning day of their senior year to be eligible to be a graduation speaker.

HONOR ROLL

Students with a GPA of 3.5 to 4.0 on their report card for nine weeks will be on the SCHS Honor Roll. For a student to qualify for the SCHS Merit List they must have a 3.0 to 3.49 average for the nine weeks.

INSTRUCTIONAL PROGRAM

Credit will be awarded on the basis of the Carnegie unit.

The curriculum will be determined by the superintendent and the principal in cooperation with the faculty. The curriculum may change from year to year.

Requirements for graduation: Ref. to page 13

TEXTBOOKS



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completed all requirements for graduation in order to walk in the graduation ceremony.

GRADUATING EARLY

Star City High School recognizes that in rare cases early graduation from high school is advantageous to the student. A student may be permitted early graduation, regardless of grade level, when requisite numbers of credits are earned (ACT 275 of 1997). Therefore, the following policy is adopted in order to identify the student who may be an acceptable candidate for early graduation.

GRADUATION REQUIREMENTS

Students in grades nine through twelve will have an opportunity to earn up to eight (8) credits in a year.

HONOR GRADUATE CRITERIA

Honor graduates will be chosen from the senior class. Only the top five (5) seniors will sit separately and make speeches in order of their class rank. Honor graduates not making a speech will be seated and receive a diploma according to their class rank, descending from the highest to the lowest. If two or more of these honor graduates are tied, then the order for them will be determined alphabetically.

1) Honor graduates will be classified on three levels based upon grade point average as follows:

- Suma Cum Laude (or Highest Honors) – 4.0 or higher
- Magna Cum Laude (or High Honors) – 3.75-3.999
- Cum Laude (or Honors) – 3.50-3.74999

2) For honor graduate designation, in addition to meeting GPA requirements, students must complete all smart core requirements as well as additional advanced classes to be phased in over a four year period.

These requirements beyond the smart core are as follows:

The school furnishes textbooks to each student. These must be used for five years; therefore, it is necessary that students take good care of their books. Students will be responsible for any lost or damaged books. Books damaged or lost while in the custody of the student will be paid for by the student to whom the book belongs. The cost of the book will be the price of a new book regardless of the age or condition of that lost book.

TRANSFER OF STUDENTS FROM A NONACCREDITED SCHOOL

Home school students transferring to Star City High School will have their transfer courses examined to determine which courses will transfer in to the district.

Regardless of which courses transfer, home school students who transfer to Star City High school will be required to pass the following courses at SCHS: English 11 and 12, Geometry, Algebra II, Physical Science, Biology, and two electives or one year long, two term activity.

TRANSCRIPTS

Student transcripts for post-secondary institutions may be obtained from the Counselor. Any questions regarding transcripts should be directed to the Counselor.

Options



After High School

Inspire a sense of **personal responsibility** and a **passion for learning** while challenging students to reach their **full potential**



Options After High School

Some of the options available to the student leaving Star City High include entering the work force, attending a vocational school, joining the armed forces, and attending a college. The student is encouraged to discuss career plans with a counselor and with his/her parents.

The Counselor's office maintains information where college catalogs, vocational/technical school information, and a wide variety of information can be found.

A VOCATIONAL OR TECHNICAL SCHOOL

Many differences exist in the quality and offerings of vocational and technical schools. A student looking at these schools is cautioned to be very careful in his/her final choice. Since schools differ in program length, cost and course certifications, students are encouraged to consult with their counselor and utilize the materials and information that are available in the Counselors office when choosing the right vocational or technical school.

THE MILITARY

Opportunities for various types of training are offered by the armed forces. Service training schools exist for most civilian occupations. A student can be tested prior to enlisting and know in advance whether he/she can get the training desired. One of the vocational tests used by the armed forces is ASVAB. This test supplies aptitude scores in several areas: clerical ability, electronic ability, motor mechanical skill, general mechanical, and general overall aptitude. This test is offered at Star City High School each year at no cost to the student.

COLLEGE

When deciding on a college, a student needs as much information as possible regarding admission requirements, costs, location, course offerings, etc. This information can be found by discussing college options with the Counselor, investigating a variety of sources on the Internet, reading college catalogs and brochures, visiting with college representatives when they are on campus. Annually a College Fair is held to visit with colleges and gather college information.

ADMISSION TO COLLEGE

The ACT, grades and class rank is widely used by colleges throughout the country for college acceptance. Colleges also look at involvement in cocurricular activities such as athletics, clubs, band, drama, etc. Participation in several such activities may improve chances for admission. Finally, colleges consider whether the student meets their specified academic requirements. Requirements vary from school to school; therefore, specific requirements must be checked in advance. However, the Arkansas Board of Higher Education has specified the following guidelines as entrance requirements for Arkansas colleges and universities:

SUBJECT	UNITS
English	4
Math	4
Social Studies	3
Science	3
Oral Communications	½
Fine Arts	½
Civics	½
Economics	½
Elective Courses	6

ARKANSAS ACADEMIC CHALLENGE (LOTTERY) SCHOLARSHIP REQUIREMENTS

To be eligible for the AACCS after high school a student must:

- earn a 19 or better on the ACT
- have a 2.5 GPA in the Smart Core Curriculum
- must apply for FAFSA (no income restrictions)
- must be a graduate of an Arkansas school

Deadline: June 1, 2015

SCHOLARSHIPS AND FINANCIAL AID

The Counselors office assists students in applying for scholarships by periodically issuing a scholarship opportunities. Students select appropriate scholarship and request applications from the Counselors Office. Students also have access to scholarship information from excellent Internet sources in the Counselor's office. It is important for families to discuss options. Financial aid can be calculated using the following website: www.FAFSA.ed.gov/FAFSA/app/f4cForm. More information can be found at www.fafsa.ed.gov.

NCAA ELIGIBILITY

There are guidelines published and enforced by the National Collegiate Athletic Association (NCAA) which govern eligibility for athletic scholarships at Division I and II colleges. The NCAA judges course work of high school students and determines whether it meets the requirements for a scholarship. The NCAA requirements are subject to change.

An athlete anticipating receipt of a scholarship should check with the Counselor to determine current guidelines or to check the listing of approved NCAA courses

Admission Competition Categories

Colleges may consider several or all of the following factors in determining admission eligibility: pattern of high school course work, grades in academic courses, test scores, college major, cumulative GPA, talents, leadership roles, community activities, evidence of exceptional motivation, letters of recommendation, athletic ability and related career exploration.

Admission Competition Categories	Educational Opportunities in the U.S.	Mid-50% range of ACT & SAT scores	Recommended High School Academic Subjects
<p>Highly competitive colleges and universities These schools typically examine all aspects of a potential student's application. Everyone who applies possesses the highest academic and personal qualifications.</p>	<p>Includes the 100 colleges and universities with the highest admission standards. Examples include Ivy League schools, major independent schools (Duke, Northwestern, Notre Dame, Rice, Stanford, etc.) and premier liberal arts schools.</p>	<p>ACT: 27-31</p> <p>SAT I: 1210-1360</p>	<p>4 years English 4 years advanced mathematics 3-4 years laboratory science 3-4 years social studies 3-4 years foreign language 1 year fine arts Honors and AP course work are desirable</p>
<p>Competitive colleges and universities These schools attract above-average students. Most colleges fall loosely within this category. Admission criteria vary widely. Competition for specific academic programs within the university can be intense.</p>	<p>Most liberal arts colleges, and many conservatories and institutes.</p>	<p>ACT: 21-25</p> <p>SAT I: 1000-1144</p>	<p>4 years English 3 years advanced mathematics 3 years laboratory science 3 years social studies 2 years foreign language 1 year fine arts</p>
<p>Colleges and universities with open admission These schools have very liberal admission policies. They give every student a chance to try college-level work.</p>	<p>Some state universities are included, as are almost all community colleges.</p>	<p>ACT: 15-22</p> <p>SAT I : 720-1030</p>	<p>4 years English 3 years mathematics 2-3 years science 2-3 years social studies 1-2 years foreign language</p> <p>Vocational education or fine arts</p>
<p>Specialized colleges and conservatories These schools are often oriented toward fine arts.</p>	<p>Includes the School of the Art Institute, Oberlin Conservatory of Music, Etc.</p>	<p>Portfolios or auditions are weighted more heavily than test scores</p>	<p>Same as competitive colleges category with the addition of specialized courses in the fine arts.</p>
<p>Trade and technical schools These schools are most concerned with a student's career aptitude.</p>	<p>Includes thousands of independent vocational schools throughout the United States.</p>	<p>Not always required for admission</p>	<p>Emphasis on English, science, mathematics and vocational courses.</p>

NCAA Freshman-Eligibility Standards

Quick Reference Sheet

KNOW THE RULES:

Core Courses

- **NCAA Divisions I and II require 16 core courses. See the charts below.**
- **Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester** (seven of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirements below). These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.
- *Beginning August 1, 2016, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- **Division I** uses a sliding scale to match test scores and core grade-point averages (GPA). The sliding scale for those requirements is shown on Page No. 2 of this sheet.
- **Division II** requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT score used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.
- **When you register for the SAT or ACT, use the NCAA Eligibility Center code of 9999 to ensure all SAT and ACT scores are reported directly to the NCAA Eligibility Center from the testing agency. Test scores that appear on transcripts will not be used.**

Grade-Point Average

- **Be sure** to look at your high school’s List of NCAA Courses on the NCAA Eligibility Center’s [website \(www.eligibilitycenter.org\)](http://www.eligibilitycenter.org). Only courses that appear on your school’s List of NCAA Courses will be used in the calculation of the core GPA. Use the list as a guide.
- **Division I** students enrolling full time **before August 1, 2016**, should use Sliding Scale A to determine eligibility to receive athletics aid, practice and competition during the first year.
- **Division I** GPA required to receive athletics aid and practice on or after August 1, 2016, is 2.000-2.299 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **Division I** GPA required to be eligible for competition on or after August 1, 2016, is 2.300 (corresponding test-score requirements are listed on Sliding Scale B on Page No. 2 of this sheet).
- **The Division II** core GPA requirement is a minimum of 2.000.
- Remember, the NCAA GPA is calculated using NCAA core courses only.

DIVISION I **16 Core Courses**

- 4 years of English
- 3 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 1 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

DIVISION II **16 Core Courses**

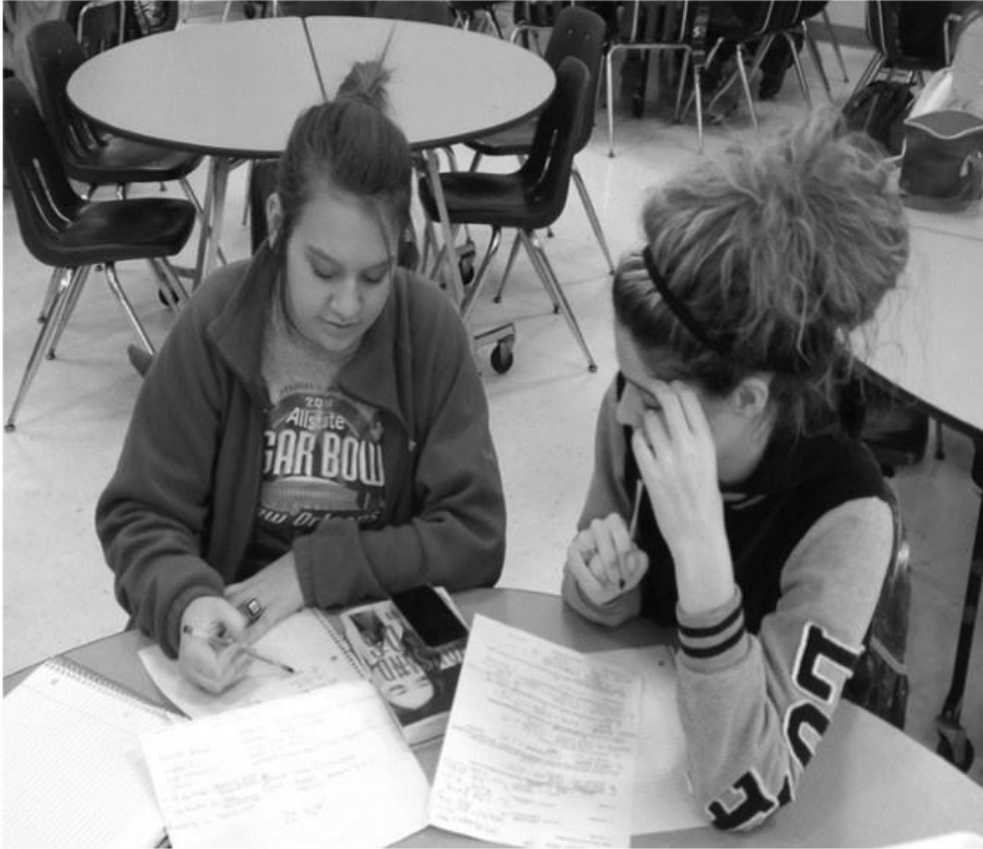
- 3 years of English
- 2 years of mathematics (Algebra I or higher)
- 2 years of natural/physical science (1 year of lab if offered by high school).
- 3 year of additional English, mathematics or natural/physical science.
- 2 years of social science.
- 4 years of additional courses (from any area above, foreign language or comparative religion/philosophy)

For more information, visit the NCAA Eligibility Center website at www.eligibilitycenter.org.



Course

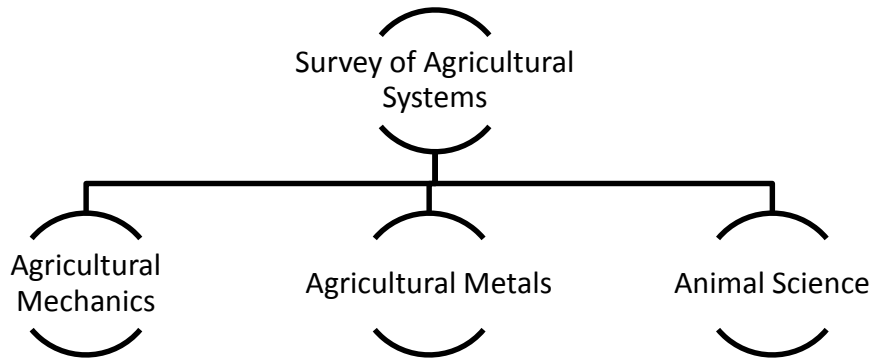
Descriptions



Inspire a sense of **personal responsibility** and a **passion for learning** while challenging students to reach their **full potential**

Agriculture Education

Possible Sequences for Agriculture Education



See course descriptions for prerequisites.

SURVEY OF AGRICULTURAL SYSTEMS

Grades 9-12

2 Semesters

Prerequisite: None

A foundation course for all agriculture programs of study. This class is open to ninth and tenth graders. Students spend time in the classroom learning the following topics: general agriculture, FFA, leadership, supervised agricultural experience, animal systems, plant systems, agribusiness systems, food products & processing systems, biotechnology, natural resources systems, environmental service systems & power, structural & technical systems. Class time consists of hands on projects, labs, and learning skills in the agriculture shop. This class exposes student to all areas of agriculture, teaches the importance of agriculture, and helps students choose a program of study

AGRICULTURAL METALS

Grades 10-12

2 Semesters

Prerequisite: Survey of Agricultural Systems

This course covers safety, technical information, and metal fabrication concepts. The prerequisite is Survey of Agriculture and Ag Mechanics. The course will develop knowledge and skill in the following areas: tool fitting, metals and metal work, metal fasteners, advanced oxyacetylene welding and cutting, and arc welding applications, including SMAW, GMAW, TIG and plasma arc processes. Students spend the majority of the year in the shop fabricating metal projects and learning advanced welding skills. The class is taught with a learning by doing approach and skills learned prepares students for entry level welding careers and/or a welding trade school. Supervised experience and FFA will be integrated, as appropriate throughout the course.

AGRICULTURAL MECHANICS

Grades 10-12

2 Semesters

Prerequisite: Survey of Agricultural Systems

This course connects scientific principles with mechanical skills. The prerequisite is Survey of Agriculture. This course allows students to spend the majority of the class in the agriculture shop completely projects. The class is taught with a learn by doing approach and skills learned prepares students to enter an ag mechanics related job or a trade school. The course will develop understanding and skills in the traditional areas of agricultural mechanics including the following: safety, metal technology, small engines, graphics, tool maintenance, woodworking, concrete and masonry, electricity, plumbing, and surveying. Supervised experience and FFA will be integrated, as appropriate throughout.

ANIMAL SCIENCE

Grades 10-12

2 Semesters

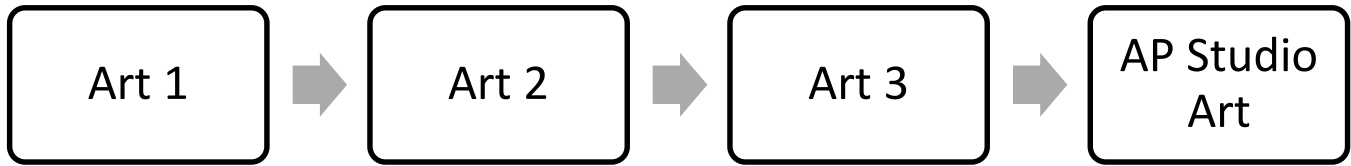
Prerequisite: Survey of Agricultural Systems

The course is structured to enable all students to have an overview of the Animal Industry. The prerequisite is Survey of Agriculture. Topics covered in Animal Science 1 include the Animal Industry, Animal Handling and Safety, Animal Anatomy/Physiology, and Animal Nutrition. Topics covered in Animal Science 2 include Animal Reproduction, Genetics, Animal Health, Animal Products, and Marketing. Students spend the majority of class time completely projects, labs and hands on activities. The class requires student to come in contact with live animals. The class is taught in a way that puts the learning in the hands of the students. The class prepares students for an entry level career in the animal science field and/or entering a college majoring in any area of animal science. Opportunities are provided for students to participate in FFA and supervised experience activities.



Art

Possible Sequences for Art



See course descriptions for prerequisites.

ART 1

Grades 9-12

2 Semesters

Prerequisite: None

Art I is a two-semester course designed to teach students to apply the elements of art and principles of design to the creative process. Art I students are expected to use a variety of media, techniques, processes, and tools to compose original works of art that demonstrate understanding of the elements of art and principles of design, awareness of aesthetic concerns, and the ability to communicate ideas through artwork. Students will critique and reflect on their artwork and the art of others. Students will exhibit artwork and will assemble portfolios that demonstrate successful completion of Art I student learning expectations.

ART 2

Grades 10-12

2 Semesters

Prerequisite: Art 1

Art II is designed for students who expand their knowledge of the elements of art and principles of design through the research, production, and criticism of visual art. Students are expected to use a broad variety of media, techniques, processes, and tools to create original, complex compositions that reflect personal growth, solve visual art problems, and communicate ideas. Students will critique artwork and reflect on the impact of art upon society as well as societal influences on art. Students will exhibit artwork and will assemble portfolios that reflect personal growth and demonstrate successful completion of Art II student learning expectations.

ART 3

Grades 11-12

2 Semesters

Prerequisite: Art 1 & Art 2

Art III students will create artworks that demonstrate increasing ability to apply knowledge of the elements of art and principles of design in the research, production, and criticism of visual art. Students are expected to use a broad variety of media, techniques, processes, and tools to create original, complex compositions that are more expressive, to demonstrate internalization of art foundations, and to solve more complex art problems throughout the creative process. Students will critique artwork to gain a deeper understanding of the impact of art upon society as well as societal influences on art. Students will exhibit artwork and will assemble portfolios that reflect personal growth across a breadth of media, demonstrating successful completion of Art III student learning expectations.

AP STUDIO ART

Grades 11-12

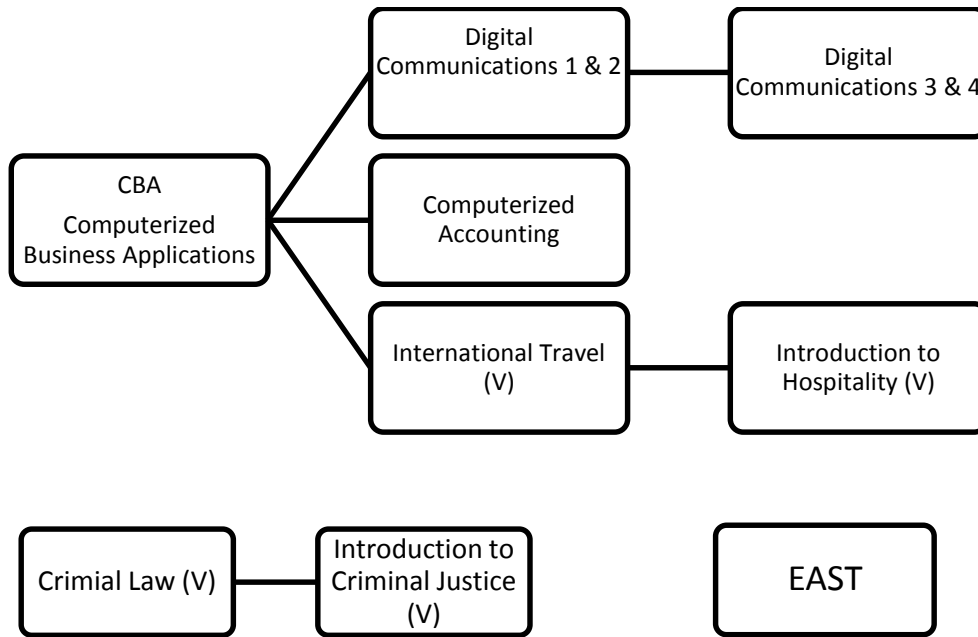
2 Semesters

Prerequisite: Must have Art 1, 2 & 3

AP Studio Art is designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written exam; instead, students submit portfolios for evaluation at the end of the school year. AP Studio Art sets a national standard for performance in the visual arts that contributes to the significant role the arts play in academic environments. This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school.



Business Education



See course descriptions for prerequisites.

ACT Prep (V)

Grades 11

½ Semester

Prerequisite: None

ACT Prep has been designed to give Arkansas students the opportunity to improve their score on the ACT, a test most colleges require for admission. The course uses a team-teaching approach. The Virtual Arkansas School has broken the 18-week semester into three (3) sections. Students will spend six (6) weeks concentrating on mathematics, six (6) weeks concentrating on scientific reasoning & data analysis, and six (6) weeks focusing on improving their English language and reading comprehension skills. Students will be given both pre- & post – “ACT like” tests that will measure their progress. In addition to these assessments, students will be given lesson-based micro-assessments from practice passages/questions, throughout the process to measure their understanding of the concepts being taught. While the individual goal is ACT score improvement, the goal of the course is for all students to achieve a composite score of at least “19”, so they will not have to take remedial courses when they attend college. The course is designed to comply with all the curricular requirements of the American College Testing Program (ACT).

CAREER READY 101 (V)

Grades 11

½ Semester

Prerequisite: None

Career Ready 101 Online is a (.5 credit) course option to count as an elective to complete any Career and Technical Education Program of Study. The major goal of Career Ready 101 Online is to engage students in digital learning to meet ACT 1280 and to prepare for postsecondary education. This course contains

the WorkKeys Skills—Locating Information, Applied Math and Reading for Information found in the College and Career Readiness Course. It also contains key Career Skills found in the Career Readiness Course. It is designed to provide the student with the necessary skills to evaluate who they are, what they need in a career, and research postsecondary options and career information.

COMPUTERIZED ACCOUNTING

Grades 11-12

2 Semesters

Prerequisite: CBA

The student learns the fundamentals of keeping financial records by analyzing cash and “on account” transactions for business. The student will learn the application of the accounting equation, paper flow, THE accounting cycle, preparation of journals, ledgers, basic balance sheets, and income statements. Students will be introduced to computerized accounting.

CBA - COMPUTER BUSINESS APPLICATIONS

Grades 9-12

2 Semesters

Prerequisite: None

The major component in this course is the introduction of application software such as Microsoft Office Suite. In addition, the course will cover the history of computers and computer ethics. Skills acquired in the course will be of value in completing assignments throughout the student’s academic career and beyond.

CRIMINAL LAW**Grades 9-12****½ Semester**

This instructional program prepares individuals to perform the duties of police and public security officers, including witness interviewing, evidence collection and management, and basic crime prevention methods.

DIGITAL COMMUNICATIONS 1**Grades 10-12****1 Semester****Prerequisite: CBA**

Digital Communications I: Layout & Design is a one-semester course that combines the versatility of the computer with page-design software, enabling students to produce materials of near photo-typed quality. The course includes page composition, layout, design, editing functions and a variety of printing options

DIGITAL COMMUNICATIONS 2**Grades 10-12****1 Semester****Prerequisite: CBA and Digital Communications 1**

Digital Communications II: Imaging is a one-semester course designed to study the process of editing digital images, photography, and appropriate visual signals to communicate the desired message to an audience effectively. Principles are used to analyze and organize information, set up a design structure, and produce special visual expressions and techniques that are applied to graphics, photos, and video. These techniques are then applied to develop a finished product/portfolio to be used in further education.

DIGITAL COMMUNICATIONS 3**Grades 11-12****1 Semester****Prerequisite: CBA and Digital Communications 1 & 2**

Digital Communications III: Digital Media is a hands-on course focuses on the creative and technical skills necessary for Web design and animation. Students will create visual effects and animated graphics for video, web, and other types of media using computer software. Students learn the fundamentals of Web design and HTML, explore techniques used in building media for the Web, along with learning to develop content and publish media-based Web sites to the Internet.

DIGITAL COMMUNICATIONS 4**Grades 11-12****1 Semester****Prerequisite: CBA & Digital Communications 1, 2, & 3**

In Digital Communications IV: Audio/Video Production students are introduced to digital audio and video. They will capture, create, and edit audio and video files for media productions and various delivery formats. This course allows the student to build digital audio and video making skills by having them conceive, storyboard, record, edit, and finalize projects in various media formats. This is a hands-on course that teaches students how to use audio and video editing software to edit audio and video.

INTRODUCTION TO CRIMINAL JUSTICE (V)**Grades 10-12****½ Semester****Prerequisite: Criminal Law**

This instructional program prepares individuals to perform the duties of police and public security officers, including patrol and investigative activities, traffic control, crowd control, and public relations.

EAST**Grades 9-12****2 Semesters****Prerequisite: None**

The EAST model of education features student-driven service projects accomplished with the latest in technology. EAST classrooms are equipped with state-of-the-art workstations, servers, software, and accessories, including GPS/GIS mapping tools, architectural and CAD design software, 3D animation suites, and much more. Students find problems in their local communities, and then use these tools to solve them. EAST's focus, however, is not on technology itself, but on the unique learning environment of the EAST classroom. In EAST, students are responsible for creating their own projects. Students are guided by an EAST facilitator (a teacher trained in the EAST process). This radically different approach to learning yields tremendous results. Students are better-prepared for both college and the business world, and they care more about learning and serving their communities.

INTRODUCTION TO HOSPITALITY (V)**Grades 11-12****½ Semester****Prerequisite: Computer Business Applications & International Travel**

Introduction to Hospitality provides students with an overview of the hospitality industry and career opportunities within the industry. Students learn operation procedures in front office operations, guest services, marketing and sales, bank office functions, ownership and management, food beverages, and housekeeping management.

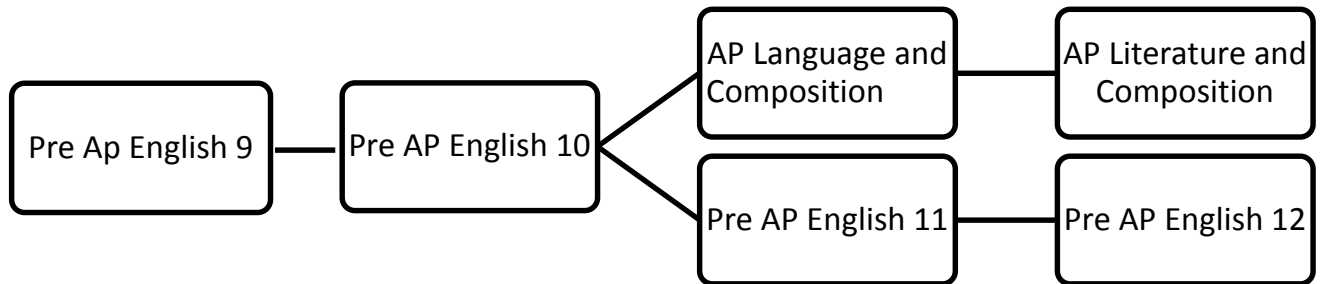
INTERNATIONAL TRAVEL (V)**Grades 10-12****½ Semester****Prerequisite: Computer Business Applications**

International Travel provides detailed coverage of international travel; geography; international airfares and ticketing procedures, travel requirements, travel in Europe, Russia, Asia, and the Pacific; ecotourism analysis; and broadening of global horizons to maximize cultural understanding.



English

Possible Sequences for English



Oral Communication

Drama

Journalism 1
(Newspaper)

Journalism 2
(Yearbook)

See course descriptions for prerequisites.

AP LANGUAGE AND COMPOSITION

Grade 11

Prerequisites None

2 Semesters

The main units of study for AP Language and Composition include college level rhetorical analysis through close reading, argumentation and persuasion, introduction to philosophy and ethics, and exploration of language and thought.

According to the College Board, an AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to the effectiveness of writing.

AP LITERATURE AND COMPOSITION

Grade 12

Prerequisites None

2 Semesters

AP English Literature and Composition is a college preparatory class which engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. Such reading is accompanied by thoughtful discussion and intensive writing about the selected texts from various genres and periods.

DRAMA**Grades 9-12****1/2 Semester****Prerequisite: None**

Drama is for students interested in learning about the impact theater/drama has made in society. It is a performance-based class that focuses on skills in the following areas: improvisations, monologues, duet acting, reader's theater, choral reading and oral interpretation.

PRE-AP ENGLISH 11**Grades 11****2 Semesters****Prerequisite: None**

Students will read and analyze a variety of poetry, prose, and nonfiction. They will create analytical, narrative, and persuasive writing dealing with literary works, personal experiences, research, and technical skills. Students will create projects based upon these writings. Students will have daily practice in grammar for their bell works and weekly quizzes with a focus on parallelism, subject/verb agreement, punctuation, phrases/clauses, misplaced modifiers, pronoun/antecedents, verb tenses, figurative language and literary devices, diagramming, etc.

PREAP ENGLISH 12**Grades 9-12****2 Semesters****Prerequisite: None**

Students will read and analyze a variety of poetry, prose, and nonfiction. They will create analytical, narrative, and persuasive writing dealing with literary works, personal experiences, research, and technical skills. Students will create projects based upon these writings. Weekly vocabulary will be over cross-curricular and relevant topics.

JOURNALISM 1**Grades 11-12****2 Semesters**

Journalism I is a year-long course for juniors and seniors interested in print media. The Bulldog Times newspaper is created using the latest technology: computers, digital camera, and updated software programs. The newspaper is an on-line production in which students have gathered, written, edited and distributed the paper.

JOURNALISM 2**Grades 12****2 Semesters**

Journalism II is a year-long course where the top 10 students of the senior class create the school-wide yearbook. The 368 totally color yearbook is made with the latest technology: computers, digital cameras and In Design and Photoshop software.

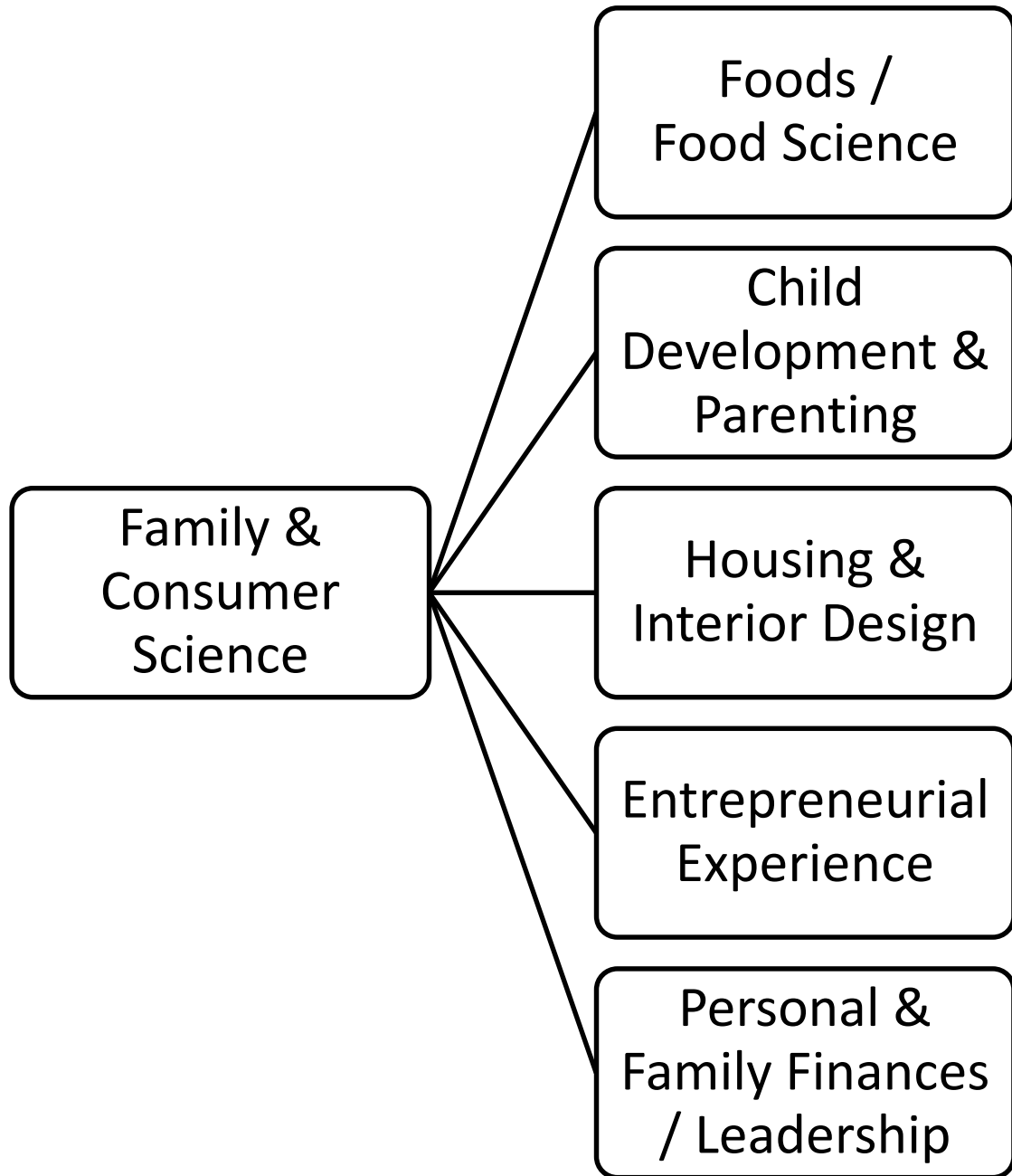
ORAL COMMUNICATIONS**Grades 9-12****1/2 Semester****Prerequisite: None**

Oral Communications is a mandatory one semester course for students in high school. The focus is on communications skills that are needed in real world situations. Students learn interpersonal communication skills, interview techniques, how to work in group discussions, the rules of parliamentary procedure for orderly meetings, and how to write and present speeches for different occasions.



Family & Consumer Sciences

Possible sequences for Family and Consumer Sciences



See course description for prerequisites.



Family & Consumer Sciences

FAMILY & CONSUMER SCIENCE

Grades 9-12

2 Semesters

Prerequisite: None

Family and Consumer Science is designed to provide students with basic information and skills needed to function effectively within the family and within a changing, complex society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships; housing and interior design; wardrobe planning and selection; garment care and construction; the physical, emotional, social and intellectual development of children; nutrition and food selection; healthy lifestyle choices; meal planning, preparation and service; home management; money management; the application of current technology in the home and workplace. Upon completion of this course, the student should have developed life skills that promote a positive influence on the quality of life. This course is designed to introduce students to the basic techniques and skills necessary in

CHILD DEVELOPMENT & PARENTING

Grades 10-12

2 Semesters

Prerequisite: Family & Consumer Science

Child Development focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the development of competencies related to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, children with special needs, coping with crises, the effects of technology on child development, and careers related to the area of child development. Upon completion of this course, the student should be prepared to care for and guide the development of a child through all stages of growth—within a family, as a child-care professional, or in other experiences with children.

ENTREPRENEURIAL EXPERIENCE

Grades 10-12

2 Semesters

Prerequisite: Family & Consumer Science

The Entrepreneurial Experience is a school-based enterprise where students attain experience researching the market and identifying the need for a product or service. Students will create, produce, and market a product or service as part of the program. This program provides students the opportunity to determine the characteristics of entrepreneurs, and to track the establishment of a successful business from their inception as an entrepreneurial idea. As an enrichment activity, students are encouraged to launch their own entrepreneurial effort outside the school-based enterprise.

FOOD/FOOD SCIENCE

Grades 10-12

2 Semesters

Prerequisite: Family & Consumer Science

Food Science focuses on the scientific method to study the various relationships between food science, nutrition, and food preparation. Laboratory skills in measuring, recording, and analyzing data are used to explore these relationships. Experimental methods are employed to analyze food mixtures, food microbiology, food preservations, and complex food systems. Students are given insight into career possibilities as well as up to date information regarding technological advances and future trends in food preparation, preservation, evaluation, and utilization of food.

HOUSING & DESIGN

Grades 10-12

2 Semesters

Prerequisite: Family & Consumer Science

Housing and Interior Design focuses on personal and family housing needs, options for meeting those needs, and the impact of the housing industry on the economy. Attention is given to student competencies addressing housing needs, trends, finance, construction and artful principles as applied to housing. Other topics emphasize competencies related to management of furnishings and appliances, conservation, green design, home technology, and career opportunities in housing. Students achieving these competencies will develop an appreciation for housing and interior design. Upon successful completion of the course, the student will be able to make informed decisions in securing and maintaining a personal or family home.

PERSONAL & FAMILY FINANCES/LEADERSHIP

Grades 10-12

2 Semesters

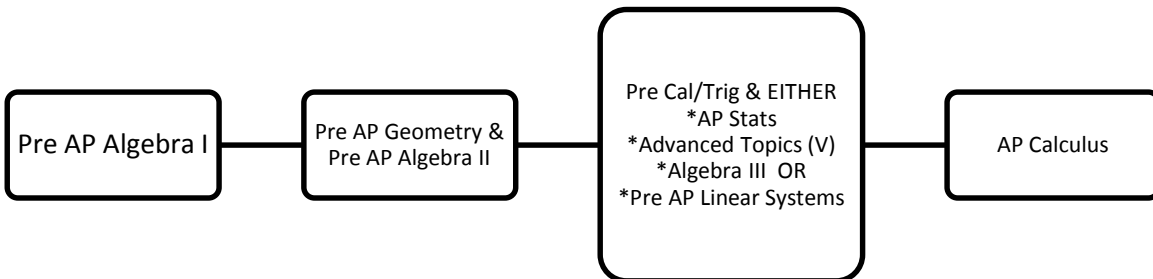
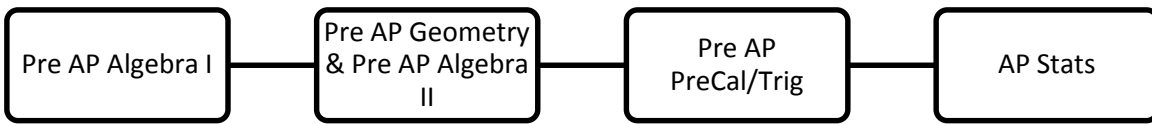
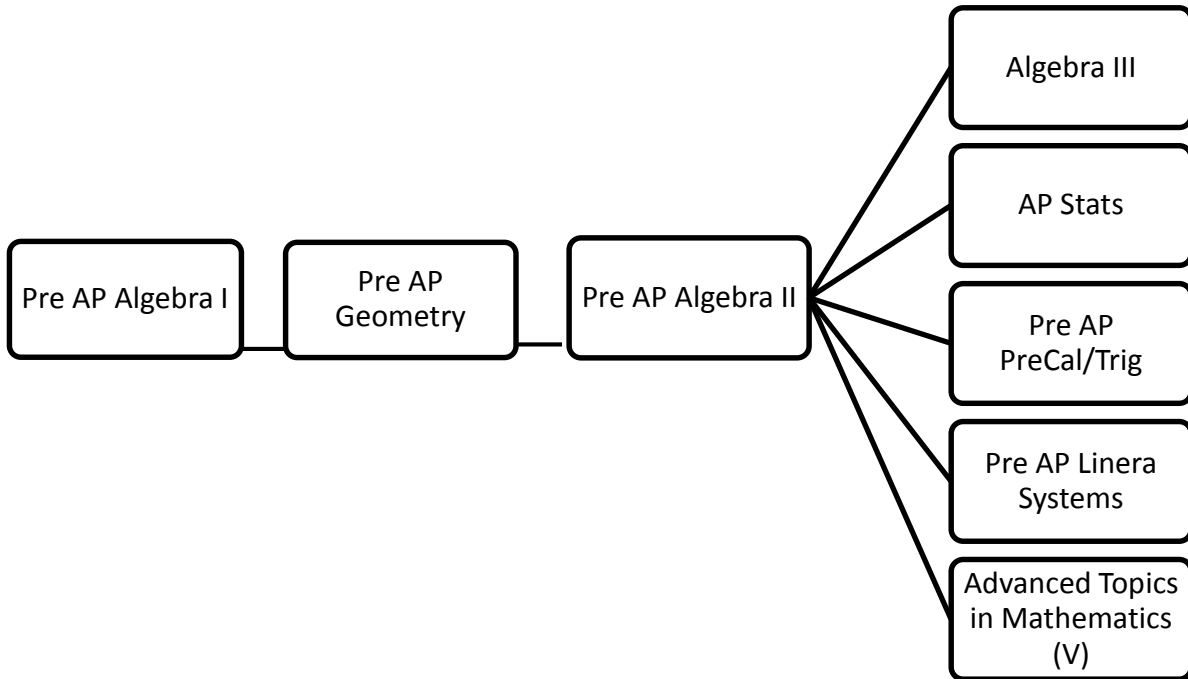
Prerequisite: Family & Consumer Science

Leadership and Service Learning emphasizes the importance of leadership skills, volunteerism and professionalism in the development of personal qualities. This course focuses on the benefits of community service, leadership roles and civic responsibilities. Course projects and activities incorporate and reinforce academic skills such as math and science. Students are encouraged to explore areas of critical and creative thinking, responsibility, and cultural awareness as they relate to character development. Current technology is used to enhance communication skills and promote professionalism.



Mathematics

Possible Sequences for Mathematics



ADVANCED TOPICS AND MODELING IN MATHEMATICS (V)

Grades 10-12

2 Semesters

Prerequisite: Algebra I, Geometry & Algebra II

This course builds on Algebra I, Geometry, and Algebra II to explore mathematical topics and relationships beyond Algebra II. Emphasis will be placed on applying modeling as the process of choosing and using appropriate mathematics and statistics to analyze, to better understand, and to improve decisions in analyzing empirical situations. Collection and use of student-generated data should be an easy aspect of the course. Students will represent and process their reasoning and conclusions numerically, graphically, symbolically, and verbally. Students will be expected to use technology, including graphing calculators, computers, and data gathering equipment throughout the course.

PREAP PRE-CALCULUS/TRIGONOMETRY

Grades 11-12

2 Semesters

Prerequisite: Algebra 1, Geometry & Algebra 2

This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study of those concepts and exploration. Pre-Calculus will also emphasize a study of trigonometric functions and identities as well as applications of right triangle trigonometry and circular functions. Students will use symbolic reasoning and analytical methods to represent mathematical situations, express generalizations, and study mathematical concepts and the relationships among them. Students will use functions and equations as tools for expressing generalizations. This course should be taken in preparation for AP Calculus.

AP CALCULUS

Grades 11-12

2 Semesters

Prerequisite: Pre-Calculus

The purpose of this AP course is to provide students with experience in the methods and applications of calculus and to develop an understanding of its concepts. This course emphasizes a multi-representational approach to Calculus, with concepts, results, and problems being expressed graphically, numerically, symbolically, analytically, and verbally through the use of unifying themes of derivatives, integrals, limits, application and modeling, and approximation. Students who score a 3, 4, or 5 on the AP exam may receive college credit.

PREAP GEOMETRY

Grades 9-10

2 Semesters

Prerequisite: Successful completion of Algebra 1

This course will help students develop communication skills, enhance reasoning, and make connections within mathematics to other disciplines and the real world. Students will use physical models and appropriate technology to investigate geometric concepts in problem solving situations. In this course, students are engaged in problematic situations in which they form conjectures, determine the validity of these conjectures, and defend their conclusions to classmates. Students will be required to work collaboratively to complete classroom activities as well as community projects. These activities and projects will allow students to investigate geometric concepts in real world situations

All students taking mathematics courses are required to have a graphing calculator for use on homework and class work. The department recommends Texas Instrument TI-84 Plus or TI-Nspire. Students may pay \$5.00 to use a calculator in class.

PRE AP ALGEBRA 1

Grades 9-10

2 Semesters

This course provides the foundation for all additional math courses. Students will explore linear, quadratic, and exponential functions. By exploring these functions, students will interpret graphically, numerically, symbolically, and verbally. Using these techniques, students will compare and contrast these functions to understand their limitations in real world contexts.

PRE AP ALGEBRA 2

Grades 10-11

2 Semesters

Prerequisite: Algebra 1 & Geometry

Algebra II is designed for students who have successfully completed Algebra I (or its equivalent). Algebra II will build on the basic concepts presented in Algebra I to encourage higher order thinking. Algebra II students will represent and analyze mathematical situations. The students will analyze and apply a variety of methods to model and graph linear and nonlinear equations and inequalities. Students will also use algebraic, graphical, and numerical methods for analysis of quadratic equations and functions and polynomials and rational functions. Exponential functions, logarithmic functions, trigonometry, data analysis, and probability will be explored in Algebra II. Students will be required to work collaboratively and use technology to complete classroom activities as well as community projects. These activities and projects will allow students to investigate algebraic and statistical concepts in real world situations.

ALGEBRA 3

Grades 11-12

2 Semesters

Prerequisite: Algebra 1, Geometry & Algebra 2

This course will enhance the higher level thinking skills developed in Algebra II through a more in-depth study of those concepts and exploration of some pre-calculus concepts. Students in Algebra III will be challenged to increase understanding of algebraic, graphical, and numerical methods to analyze, translate and solve polynomial, rational, exponential, and logarithmic functions. Modeling real world situations is an important part of this course. Sequences and series will be used to represent and analyze real world problems and mathematical situations. Algebra III will also include a study of matrices and conics. Technology will be used throughout the course. After completion of Algebra III, students should be able to easily transition to College Algebra

PREAP LINEAR SYSTEMS/STATISTIC

Grades 11-12

2 Semesters

Prerequisite: Algebra 1 & Algebra 2

Linear Systems and Statistics is a course designed for students who have successfully completed Algebra II and expect to further their studies in business, social sciences, or education. Linear Systems and Statistics builds on students' previous knowledge of probability and statistics to develop and understanding of experimental design, hypothesis testing, and effective communication of experimental results. Statistical information collected and analyzed by students is used to investigate ways of collecting, displaying, and analyzing data. Various types of technology will be used to analyze the data. Along with statistics, students will also do some review of linear algebra to include matrices and finances (interest, amortization, depreciation, investments).

AP STATISTICS

Grades 11-12

2 Semesters

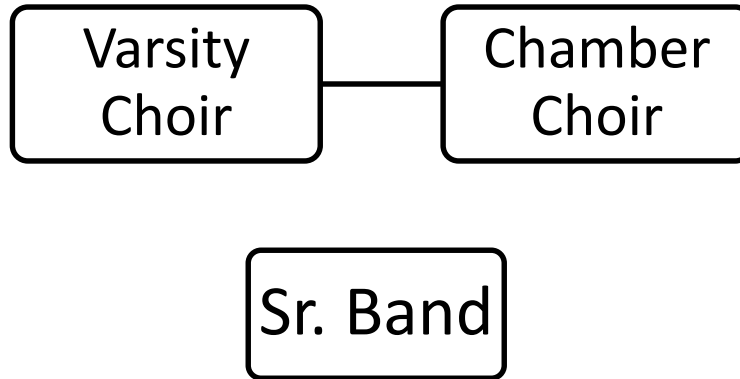
Prerequisite: Algebra 2

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Technology will be used throughout the course to represent and test data. AP Statistics is not the typical math course and requires a lot of writing. It is the equivalent of a college level introductory statistics course. Students who score a 3, 4, or 5 on the AP exam may receive college credit. This class is valuable for any student interested in education, psychology, science or business careers.

Music: Instrumental & Vocal

Possible sequences for Music

Grades 9-12



CHAMBER CHOIR

Grade 9-12

2 Semesters

Prerequisite: Instructor approval and audition

Chamber Singers is Star City Choral Program's most advanced ensemble. This audition-only choir features upper-level choral repertoire and is designed for the more mature and experienced vocalist/choir student. Additionally, Chamber Singers represent the SCHS in the community and perform in concerts, competitions, and theatre performances each year. Participation in all performances is a requirement of the class.

SENIOR BAND

Grades 9-12

2 Semesters

Prerequisite: Middle School Band Experience and/or Director Approval

The Concert Band is open to all students who are interested in being a SCHS Band member. It is open to all grades with no audition requirements. All grade levels are represented in the group. The Concert Band reads band literature on grade levels ranging from grade 2-5 and will attend a concert contest in the spring. The Concert Band also performs at the annual Christmas concert, spring concert and various community events.

VARSITY CHOIR

Grades 9-12

2 Semesters

Prerequisite: None

This organization is the entry-level choir for both male and female students interested in vocal music performance. It is also an outlet for the student who enjoys singing for his/her own pleasure. The following musical skills for ensemble singing will be stressed: proper breathing, pleasant vocal production, blend and balance, expansion of range, good intonation, ear training, and sight-reading. Participation in all performances is a requirement of the class. Various styles of choral literature will be explored

Physical Education & Health

Physical Education

Health

PHYSICAL EDUCATION

Grade 9-12

1/2 Semester

Prerequisite: None

The freshman course of study is primarily designed to promote a healthy generation of students who are able to achieve their highest potential, reversing the trend of deteriorating health and physical fitness among youth. This course is designed to teach students the concepts, knowledge and skills necessary for the maintenance and/ or improvement of their level of fitness. Components of fitness, both health-related and skill-related, will be the foundation of the course. The aforementioned fitness components will be measured and enhanced through a variety of directed activities. The utilization of technology, problem-solving, communication and team building are major emphases as well. Physical education uniforms are required and are purchased as part of the registration process.

HEALTH EDUCATION

Grade 9 -11

2 Semesters

Prerequisite: None

Health Education is a tri-dimensional program emphasizing physical, mental, and social well-being. This course provides students with opportunities and strategies to assess their own health and make plans to maintain and/or improve it in the future. The processes to be learned and used are: defining problems, gathering information, identifying options/alternatives, evaluating consequences, and acting on solutions.



Science

Grade 9

Grade 10

Grade 11

Grade 12

Pre AP Physical Science

Pre AP Biology

Pre AP Chemistry

AP Biology

Pre AP Physics

Earth Science(V)

AP Chemistry

AP Biology

Pre AP Physics

AP Physics

AP Physics II

Pre AP Human Anatomy

Earth Science (V)

Pre AP Physical Science

Pre AP Biology & Pre AP Chemistry

AP Chemistry

AP Biology

Pre AP Physics

Earth Science (V)

Pre AP Physics

AP Physics

AP Physics II

Pre AP Human Anatomy

Earth Science (V)

Pre AP Physical Science

Pre AP Biology & Pre AP Chemistry

AP Chemistry & AP Biology

Pre AP Physics

Earth Science (V)

Pre AP Physics

AP Physics

AP Physics II

Pre AP Human Anatomy

Earth Science (V)

ANATOMY AND PHYSIOLOGY
Grades 11-12 **2 Semesters**

Prerequisite: Biology and Chemistry

This course provides an in depth study of all of the organ systems within the human body. Students investigate the functions associated with organ systems, such as the nervous system, digestive system, or reproductive system, through lab activities, dissection and problem based learning activities. Emphasis in this course will be placed on understanding the interconnected nature of the body systems and understanding how environmental factors can disrupt homeostasis.

PreAP BIOLOGY
Grade 9 **2 Semesters**

Prerequisite: Qualifying scores on the science and reading placement assessments and teacher recommendation.

The primary objective of the course is to provide students with a fundamental understanding of modern biology and scientific processes, building a foundation for success in the college level AP courses to follow. Course material is roughly divided as follows: 35% molecules and cells, 35% evolution and genetics, and 30% organisms and populations. Nature of science will be taught throughout the year. The Pre-AP course places a higher priority on developing critical thinking skills by examining real world problems. The Pre-AP curriculum examines topics with more depth and includes more advanced resource material in addition to the adopted text. Laboratory investigations play a more prominent role in the Pre-AP course. Labs are more sophisticated than in the regular curriculum and students are expected to design and carry out experiments using appropriate methods and resources.

AP BIOLOGY
Grades 11-12 **2 Semesters**

Prerequisites:

AP Biology is designed to be the equivalent of a two-semester college-level biology course. The two main goals of AP Biology are to help students develop a conceptual framework for modern biology and an appreciation of science as a process. The main topics covered are molecules and cells, heredity and evolution as well as organisms and populations.

PREAP CHEMISTRY
Grade 10 **2 Semesters**

Prerequisite: One semester of Biology G or Biology.

Pre-AP Chemistry covers many of the same topics as Chemistry in greater depth. Special emphasis is placed on a rigorous mathematical examination of chemical principles. The first semester focuses on basic concepts of chemistry including the qualitative nature of chemical reactions, atomic structure, chemical bonding, the kinetic theory of gases, stoichiometry, and molecular geometry. The second semester opens with the quantitative nature of chemical equations. These concepts are then applied to various topics such as condensed phases of matter, reaction kinetics, equilibrium, acid-base chemistry and oxidation-reduction chemistry

AP CHEMISTRY
Grades 11-12 **2 Semesters**

Prerequisite: Chemistry

AP Chemistry provides students with a foundation to support future advanced course work in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Student cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

EARTH SCIENCE (V)
Grades 11-12 **2 Semesters**

Earth and Space Science is a lab-based science elective which allows students to pursue studies in astronomy, meteorology, geology and environmental science. The course is essential for students who would like an introduction to earth science and/or environmental science which can be continued as a major in college or help with general studies requirements in college. Topics include, but are not limited to: planets, stars, galaxies, black holes, astrobiology, wind and pressure relationships, weather forecasting, tornadoes, hurricanes, volcanoes, earthquakes, global warming, pollution, energy sources, and how to protect our home - the Earth.

AP ENVIRONMENTAL SCIENCE
Grades 11-12 **2 Semesters**

Prerequisites: None

AP Environmental Science is a rigorous course designed to be the equivalent of an introductory college course in environmental science. Students, who prove they are qualified on the AP Environmental Science Exam, could fulfill a basic requirement for a laboratory science or enable themselves, as first-year college students, a more advanced study of topics in environmental science. AP Environmental Science will provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human made, to evaluate the relative risks associated with these problems, and to examine alternative solution for resolving or preventing them. AP Environmental Science has a strong laboratory and field component to ensure that students learn about the environment through firsthand observation.

PREAP PHYSICAL SCIENCE
Grade 9 **2 Semesters**

Prerequisite: None

This year students will explore the fascinating world of Physical Science, which is the study of matter and energy. Physical Science is a combination of two branches of science---Chemistry and Physics. Chemistry is the study of the properties, composition, structure, and interactions of matter. Physics is the study of the relationship between matter and energy. Overall, this course will focus mainly on exploring and understanding the relationships between Science, Technology, Engineering, Mathematics, and Society (STEMS).

PHYSICS (S)**Grades 11-12****2 Semesters****Prerequisite: Chemistry and completion of or concurrent enrollment in Algebra 2. Success in physics is dependent on math ability.**

Physics, as the most basic of all sciences, introduces the nature of basic things around us such as matter, energy, heat, motion, forces, light and sound. This course has been designed to teach the laws of nature in their simplicity, and problem solving skills corresponding to both in ideal and real world situations. The course of physics is integrated with very basic mathematical rules includes mechanics, heat and thermodynamics, waves and optics, electricity and magnetism, and atomic and nuclear physics. A set of experiments will allow students to implement the theory into the real world and appreciate the beauty of the natural world

AP PHYSICS 1**Grades 11-12****2 Semesters****Prerequisite: Chemistry**

AP Physics 1 is an algebra-based, introductory college-level physics course that explores topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.

AP PHYSICS 2**Grade 11-12****2 Semesters****Prerequisite: Chemistry**

AP Physics 2 is an algebra-based, introductory college-level physics course that explores topics such as fluid statics and dynamics; thermodynamics with kinetic theory; PV diagrams and probability; electrostatics, electrical circuits with capacitors; magnetic fields; electromagnetism; physical and geometric optics; and quantum, atomic, and nuclear physics. Through inquiry-based learning, students will develop scientific critical thinking and reasoning skills.



Social Studies

Possible Sequences for Social Studies

Grade 9

Pre AP Civics &
Pre AP
Economics

Grade 10

Pre AP World
History

AP World History

Grades 11 & 12

US History

AP US History

Psychology

Sociology

Contemporary
US History

American
History

Arkansas
History

PREAP ARKANSAS HISTORY**Grade 9-12****½ Semester****Prerequisite: None**

The study of Arkansas encompasses the time period spanning the early humans that first came to the America's to Native American Tribes that settled in Arkansas to the development of government and the people and places and events that make Arkansas unique.

PREAP CIVICS**Grade 9****½ Semester****Prerequisite: None**

Civics is a branch of political science that focuses on the role of the citizens in their governments. Students will look at the duties and entitlements of citizens. Civics informs students about the society they live in and how they can interact with government.

CONTEMPORARY UNITED STATES HISTORY**Grade 10****½ Semester****Prerequisite: None**

This is the study of United States history most closely associated to the present day. Students will be exposed to current history from the end of World War II to the present.

PREAP ECONOMICS**Grade 9****½ Semester****Prerequisite: None**

Economics is the study of making choices. It is the study of how individuals and groups make decisions with limited resources to satisfy their needs, wants, and desires. Students will study the economic actors (businesses, household, government) and how they manage resources.

PSYCHOLOGY**Grades 11-12****½ Semester****Prerequisite: None**

Psychology is the scientific study of behavior and mental processes. Students learn to think critically about such topics as how to process information, how learning affects our thinking and behavior, the influences on how we develop and change throughout our lives, the power of social influences, the mind-body-connection, and what can lead to mental disorders.

SOCIOLOGY**Grades 11-12****½ Semester****Prerequisite: None**

Sociology is the study of society and social behavior. It provides an excellent basic education for various occupations and professions for society today. Students learn to think critically about society on topics such as socialization, social institutions, culture and diversity, gender roles, deviance and social control, and social inequality. Students interested in the fields of criminal justice, social service, or communications are encouraged to enroll.

U.S. HISTORY**Grade 11****2 Semesters****Prerequisite: World & American History**

This is the study of United States history most closely associated to the present day. Students will be exposed to current history from the end of World War II to the present.

AP U.S. HISTORY**Grades 11-12****2 Semesters****Prerequisite: World & American History**

The Advanced Placement program in U.S. history is designed to provide students with the analytic skills and factual knowledge necessary to deal with problems and materials in American history. The program prepares students for intermediate and advanced level college courses by making demands on them equivalent to those of full-year introductory college courses. Students will learn to assess historical materials, their relevance to a given interpretive problem, their reliability, and their importance, and weigh the evidence and presented in historical writings. This course develops the skills necessary to arrive at conclusions on the basis of an informed judgment and to present ideas clearly and persuasively in an essay format. One of the final activities of the course is taking the Advanced Placement examination in U.S. history.

WORLD GEOGRAPHY**Grade 10****½ Semester****Prerequisite: None**

World Geography familiarizes the student with the world using the five geographic themes and essential elements. These themes are location, place, human and environmental interaction, movement and regions.

PREAP WORLD HISTORY**Grade 10****2 Semesters****Prerequisite: Civics/Economics**

Where in the world is Waldo?? Students will be immersed in the plethora of important events that have occurred throughout our history. Students will mentally travel from Southwest Asia, northward through Europe and experience exploration of the new world.

AP WORLD HISTORY**Grade 10****2 Semesters****Prerequisite: Civics/Economics**

AP World History focuses on developing students' abilities to think conceptually about world history from approximately 8000 BCE to the present. Five themes of equal importance — focusing on the environment, cultures, state-building, economic systems, and social structures — provide areas of historical inquiry for investigation throughout the course. AP World History encompasses the history of the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.



Project Lead the Way

Possible Sequences for Project Lead the Way

Grade 9

Grade 10

Grades 11 & 12

Intro to Engineering

Principles of Engineering

Civil Engineering & Architecture

Capstone Engineering Design & Development

Principles of Biomedical Science

Human Body Systems

Medical Interventions

Capstone Biomedical Innovations

Computer Science & Software Engineering

Computer Science Applications

Artificial Intelligence

Capston Computational Problem Solving

See course descriptions for prerequisites.

INTRODUCTION TO ENGINEERING DESIGN (IED)
Grades 9-12 **2 Semesters**
Prerequisite: None

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a variety of problems using 3D modeling software, and use an engineering notebook to document their work.

PRINCIPLES OF ENGINEERING (POE)
Grades 10-12 **2 Semesters**
Prerequisite: IED

Through problems that engage and challenge, students explore a broad range of engineering topics, including mechanisms, the strength of structures and materials, and automation. Students develop skills in problem solving, research, and design while learning strategies for design process documentation, collaboration, and presentation.

CIVIL ENGINEERING & ARCHITECTURE (CEA)
Grades 11-12 **2 Semesters**
Prerequisite: IED & POE

Students learn important aspects of building and site design and development. They apply math, science, and standard engineering practices to design both residential and commercial projects and document their work using 3D architecture design software.

COMPUTER SCIENCE AND SOFTWARE ENGINEERING (CSA)
Grades 9-12 **2 Semesters**
Prerequisite: None

Open doors in any career with computer science! In CSE, students create apps for mobile devices, automate tasks in a variety of languages, and find patterns in data. Students collaborate to create and present solutions that can improve people's lives, and weigh the ethical and societal issues of how computing and connectivity are changing the world.

*CSE is also the first course in PLTW's Computer Science program. Students will be able to count CSE as both the third course of PLTW Engineering and the first course of PLTW Computer Science if they decide to pursue and complete two program.

CAPSTONE – ENGINEERING DESIGN & DEVELOPMENT (EDD)
Grades 9-12 **2 Semesters**
Prerequisite: IED, POE & CEA

The knowledge and skills students acquire throughout PLTW Engineering come together in EDD as they identify an issue and then research, design, and test a solution, ultimately presenting their solution to a panel of engineers. Students apply the professional skills they have developed to document a design process to standards, completing EDD ready to take on any post-secondary program or career.

PRINCIPLES OF BIOMEDICAL SCIENCE (PBS)
Grades 9-12 **2 Semesters**
Prerequisite: None

In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. While investigating the case, students examine autopsy reports, investigate medical history, and explore medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, basic biology, medicine, and research processes while allowing them to design their own experiments to solve problems.

HUMAN BODY SYSTEMS (HBS)
Grades 10-12 **2 Semesters**
Prerequisite: None

Students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

MEDICAL INTERVENTION (MI)
Grades 10-12 **2 Semesters**
Prerequisite: PBS & HBS

Students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

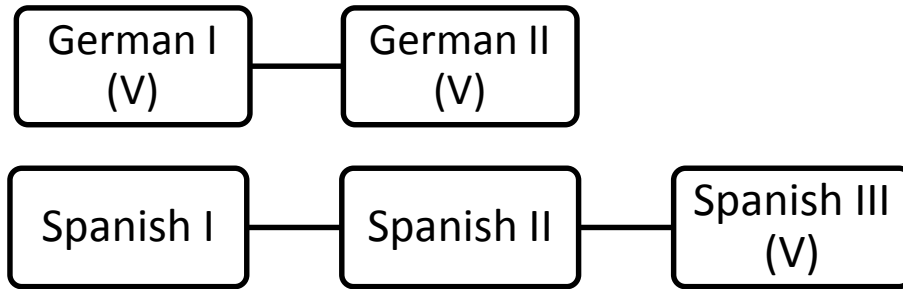
CAPSTONE - BIOMEDICAL INNOVATION (BI)
Grades 11-12 **2 Semesters**
Prerequisite: PBS, HBS & MI

In the final course of the PLTW Biomedical Science sequence, students build on the knowledge and skills gained from previous courses to design innovative solutions for the most pressing health challenges of the 21st century. Students address topics ranging from public health and biomedical engineering to clinical medicine and physiology. They have the opportunity to work on an independent design project with a mentor or advisor from a university, medical facility, or research institution.



World Languages

Possible Sequences for World Languages



GERMAN 1

Grades 9-12

2 Semesters

Prerequisite: None

The primary goal of German 1 is the development of listening and speaking skills, and cultural topics. The student also gains the basic knowledge of elementary grammar and vocabulary as well as reading and writing skills. German is used extensively in the classroom and student participation is required.

GERMAN 2

Grades 9-12

2 Semesters

Prerequisite: German 1 or teacher approval

The student in German 2 actively participates in opportunities to speak, read, and write the language. Through the study of more complex grammar, extensive vocabulary and cultural themes, the student builds on the first year foundation and is prepared for more advanced levels of study.

SPANISH 1

Grades 9-12

2 Semesters

Prerequisite: None

The students in Spanish 1 develop skills in understanding and communicating through oral dialogues, basic vocabulary, and grammar study. The elementary fundamentals of reading and writing are introduced. Spanish is used extensively in the classroom and student participation is required.

SPANISH 2

Grades 9-12

2 Semesters

Prerequisite: Spanish 1

In this course, a student expands oral and listening skills and is encouraged to converse with classmates on controlled topics. Continued study of grammar and vocabulary enriches the student's

SPANISH 3

Grades 10-12

2 Semesters

Prerequisite: Spanish 2

This course emphasizes an increased acquisition of vocabulary along with more complex grammatical concepts. Students are able to communicate freely on a variety of subjects through conversation and writing. Students read extensively through use of cultural readings and a mini-novel.

Activities/Athletics

CHEERLEADER REQUIREMENTS

Cheerleaders are a very important part of the athletic program. They have a great deal to do with the spirit and sportsmanship of all athletic events and should take this responsibility seriously.

1. Must be enrolled in the Star City School District to be eligible to try out
2. A candidate for junior or senior cheerleading must have made a minimum 2.5 GPA in the fall term in order to try out in the following spring term. They must not have over 3 disciplinary referrals for that school year. A candidate must not have been assigned any days of in-school suspension or out of school suspension for that school year. Three tardies (3) during one semester, in an individual class, as recorded in that teacher's grade book, will count as one referral.
3. Candidate must sign with the sponsor by the designated date.
4. Candidates must try out before a panel of judges whose scores will count as 75% of the candidate's score.
5. Candidates will be rated by the cheerleading sponsor for their squad during clinic week. This will count as 25% of the candidate's score.
6. Cheerleaders are expected to attend regular practice sessions in the summer and attend summer cheerleading camp.
7. Cheerleaders are expected to purchase their own camp clothes, shoes, tights, wind suits and socks.
8. Cheerleaders are expected to attend ALL games and to properly conduct themselves in such a manner that will reflect well upon them-selves and their school.
9. If any replacements have to be made due to someone moving away, etc., it will have to be done by the last school day of the school year the election was held.
10. Candidates must have a physical examination. Those students involved in athletics who have already received a physical for the year will not have to get an additional examination.

The mascot will follow all rules and regulations that are set forth for the cheerleaders.

EXTRA-CURRICULAR ACTIVITIES

Policies may differ from regular classroom policies. These policies will be made known to those students participating in these activities. Some activities may have prerequisites. Students who wish to participate should check these policies in advance.

In an effort to provide a system that ensures learning, the following procedures are part of policy regarding instructional time and potential loss of instructional time by students involved in extra-curricular activities, field trips, or other school related activities causing students to miss instructional time.

- A student "F" list will be generated and provided to staff every Monday morning.
- A student who has an "F" will be allowed 15 school days from the generation of the "F" list to improve to a passing grade. If at the end of the 15 day period, he/she still has a failing grade he/she will be prohibited from missing that specific class for extra-curricular activities, field trips, or other school related reasons.
- The restrictions on class absences begin and end when reports are generated each Monday. Students who improve to a passing grade will be released for participation.
- The same process will be repeated if a student experiences failure again.

A student whose absences exceed 6 (excused and/or unexcused) during a semester cannot miss that specific class for extra-curricular activities, field trips, or other school related reasons.

HEALTH/ACCIDENTS

All participants of an inter-school athletic contest must have insurance. Every accident in the school building, on the school grounds, at practice sessions or at any athletic activity sponsored by the school must be reported immediately to the person in charge and to the principal's office. Any serious accident must be written in report form by the teacher on duty. Forms may be picked up from the office.

INSURANCE PROGRAM FOR STUDENTS

Officials of your school have completed arrangements for a School Insurance Plan for the school year. It is hoped all students will avail themselves of this protection by purchasing the student insurance policy. The master policy will be on file with school authorities. Benefits provided by the policy will be described in materials sent to the parents.

MEMBERSHIP IN BETA CLUB

By-laws of the Star City High School Beta Club:

ARTICLE 1 TIME AND PLACE

The time and place of this chapter of the National Beta Club shall be decided upon only after consultation with, and upon the approval of, the principal or his designee. The time and place each meeting shall be designated by the sponsors.

ARTICLE 2 QUORUM

A quorum of this organization shall be constituted by a majority of the active membership. No action may be taken which is binding upon the membership unless a quorum is present. However, certain matters such as, discussion of means of taking new members, the presentation of a program, discussion of fund raising, etc., may be carried on at regular meeting or special meeting of officers, representatives and committee members without a quorum being present.

ARTICLE 3 STANDARDS OF MEMBERSHIP

Standards of membership in the Star City High School chapter of the National Beta Club must conform to the general features as laid down in the national constitution; and in all cases must be approved by the Principal. Freshman, Sophomore, Junior and Senior students with an overall GPA 3.00 or higher are to be considered for membership.

Each member will be required to serve a total of ten (10) volunteer hours each year that they are a member. They will also agree to participate in any fund raising project as set forth by the sponsor.

ARTICLE 4 INDUCTION OF MEMBERS

The induction of new members into the membership of this chapter of the National Beta Club shall be one of the dignities appropriate to the ideas of the organization.

ARTICLE 5 LOSS OF MEMBERSHIP

A member of this chapter of the National Beta Club may be dropped from membership if his/hers scholastic record falls below 3.00 GPA. However, no member may be dropped from membership for scholastic deficiency without being accorded a probationary period of one semester to raise his or her grades above the minimum required for membership.

A student suspended out of school will be removed from the Star City High School chapter of the Beta Club for that school year. Students may also be removed from membership for moral reasons. This can take place after a meeting with the student, sponsor and a principal. Student's request to be readmitted must be made in writing to the sponsor for him/her to be considered for readmission the following year.

Students who receive two disciplinary referrals in a semester will be placed on discipline probation for the remainder of that semester. A third referral will result in being removed from the Star City High School Beta Club for that semester. Student's request to be readmitted must be made in writing to the sponsor for him/her to be considered for readmission the following semester.

A member may also be dropped from membership for not fulfilling the required volunteer and financial, or fund raising requirements as laid down in the by-laws.

Again, a student so dropped from membership may be reinstated provided he/she meets the requirements agreed to upon membership into this organization after one probationary semester.

If a member who has been dropped is later reinstated, he/she will not be required to pay the national initiation fee again.

If and when a member is dropped from membership, a record of the action shall be relayed to the national office immediately.

ARTICLE 6 VOLUNTEER SERVICE

As soon as possible after its activation in the fall semester of the school year, each year, each member of this chapter of the National Beta Club will undertake volunteer hours as a program of service to Star City High School and the community of Star City Arkansas. These required ten hours of service must be earned outside of the regular school hours.

This service of ten hours shall be approved by the Star City High School sponsors of this chapter of the National Beta Club. These hours must be completed and verified by the sponsors within one week after the return from spring break. Dates will vary from year to year.

ARTICLE 7 LOCAL DUES AND ASSESSMENTS

The local dues of this chapter shall be \$5.00 payable at the time of induction. This is a onetime fee.

The national dues of the National Beta Club are \$15.00 and are also payable at the time of induction. This is a onetime fee.

Transfer students that have paid the national dues will not have to pay it again but will have to pay the local dues upon their induction.

STUDENT COUNCIL

The student council, representing the student body, serves as a forum for free expression of student opinion and a channel of cooperation between faculty and students. Realizing that final decisions of any matters must have approval of the administration, the council shall make no attempt to be a governing body.

The council will be made up of a president, vice president, and secretary. They will be elected from the 12th grade. Each class selects representatives as follows: 3-seniors, 4-juniors, 4-sophomores, 4-freshmen. These representatives make up the council membership.

STUDENT ORGANIZATIONS

Star City High School offers a wide variety of activities for student participation.

Art Club

Beta Club
Color Guard
Choral Groups
FBLA
FCCLA (Family & Career & Community Leaders of America)
FFA
HOSA (Health Occupations Students of America)
Library Club
Math Club
Robotics Club
Spanish Club
Fire Marshall
First Priority
Rocket Staff
Bulldog Times Staff
Baseball
Basketball
Cheerleader
Cross Country
Football
Softball
Tennis

Rules and Regulations

ATTENDANCE PHILOSOPHY

It is the belief of the faculty and administration of Star City High School that students shall attend school on a regular basis. Common sense, as

well as research, tells us that regular daily attendance is essential for student success. We believe that absences, repeated tardiness, and trancies have a negative effect on the student's overall classroom experience, and therefore, on his/her classroom grade. In addition each student's attendance not only impacts his/her individual performance but also the educational experience of every student in class. While it is true that some students may be able to pass tests and even get good grades on them despite absences, tests are only one measurement of what is learned at school. We believe that daily attendance, timeliness to class, and participation foster the probability of successful performance and development of self-discipline and responsibility. These are qualities that will continue to be important to students throughout their lives.

ABSENCES

Students shall not be absent more than six (6) days in a semester. When a student has (3) absences, parent(s)/guardian(s) will be notified that student has missed half the allowable days for the semester. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds six (6) absences in a semester, the District shall notify the prosecuting authority and the parent(s)/guardian(s) shall be subject to a civil penalty as prescribed by law.

Students with ten (10) absences in a course in a semester shall not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

Also see 4.7 ABSENCES in the District Policy section of this handbook.

DETENTION-BEFORE SCHOOL

Detention hall is an alternative to the disciplinary action of suspension for infractions such as truancy, tardiness, excessive absences and improper conduct.

Students should not expect warnings for such things as running in buildings, wearing hats, sitting on display cases, breaking in the lunch line, and other violations of school rules.

1. Length and time of assignment to detention hall will be determined by the principal or the assistant principal following handbook guidelines where specified.
2. If a student fails to report to detention hall, an extra day will be added to the assignment. If the student fails to report again, he/she will be assigned to In-School Suspension.
3. Students assigned to detention hall must report promptly with materials for study. Students who arrive late will be assigned an extra day. Detention hall is considered a study hour and study materials must be used while in detention.
4. A student who creates a problem in detention hall will be subject to additional disciplinary action at the discretion of the administration.
5. Students who break detention hall rules will be sent to the office where he/she will be disciplined at the discretion of the administration.
6. Students will be required to bring pencil, paper and schoolbook to detention hall. Students will be required to have engaged in learning activities.
7. There will be absolutely no talking, sleeping or looking around. This will be an opportunity for students to do homework.
8. If a student has time remaining in detention hall at the end of the school year, he/she must make it up before they will receive credit for the semester. Time will be made up at the

rate of one (1) hour per day. Exact time of makeup will be determined by the administration at the end of the school year.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

1. Students with disabilities who engage in misbehavior are subject to normal school disciplinary rules and procedures so long as such treatment does not abridge the right to free appropriate public education.
2. The individualized education plan (IEP) team for a student with disabilities should consider whether particular discipline procedures should be adopted for that student and included in IEP.
3. Students with disabilities may be excluded from school only in emergencies and only for the duration of the emergency. In no case should a student with a disability be excluded for more than five days in a school year without review of the student's IEP committee.
4. After an emergency suspension is imposed on a student with disabilities an immediate meeting of the student's IEP team should be held to determine the cause and effect of the suspension with a view toward assessing the effectiveness and appropriateness of the student's placement and toward minimizing the harm resulting from the exclusion.
5. The suspended student should be offered alternate educational programming for the duration of the exclusion.
6. Sandra Lanehart is the designated grievance officer for Section 504.

DRUG TESTING

MISSION STATEMENT:

The Star City School District recognizes that drug abuse is a significant problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes and development. The Star City School District is determined to help students by providing another option to say, "NO". Drug abuse includes, but is not limited to, the use of illegal drugs, alcohol, and the misuse of legal drugs and medications.

PURPOSE OF A CHEMICAL ABUSE POLICY:

1. To allow the student participants in all activities representing Star City Schools to know that we are concerned about their total well-being. We are not interested in prosecuting the students, but instead we are interested in helping students who have problems.
2. To confirm and support Arkansas state laws concerning the use of mind and physical altering chemicals.
3. To assist students representing the Star City School District to resist peer pressure that directs them toward the abuse or misuse of chemical substances.
4. To work with parents to assist in keeping their children free from mind and physical altering chemicals.
5. To deter chemical abuse or misuse by students through the use of random drug testing.

DEFINITIONS

Drug: Any substance considered illegal by Arkansas state laws or which is controlled by the US Food & Drug Administration under the Controlled Substance Act unless prescribed by a licensed physician or a person licensed prescriptive authority to the individual taking the substance.

School Year: From the first day of classes in the fall until the last day of classes in the spring.

Summer Programs: Any practices, camps, or activities required in the summer.

Activity Programs:

- Art Club

- Beta Club
- Color Guard
- Choral Groups
- FBLA
- FCCLA (Family & Career & Community Leaders of America)
- FFA
- HOSA (Health Occupations Students of America)
- Library Club
- Math Club
- Robotics Club
- Spanish Club
- Fire Marshall
- First Priority
- Rocket Staff
- Bulldog Times Staff
- Baseball
- Basketball
- Cheerleader
- Cross Country
- Football
- Softball
- Tennis
- Others as Formed

***Also students who drive on campus to school are subject to this program.**

PROCEDURES FOR STUDENTS

Consent: Each student wishing to participate in any activity or to drive a vehicle on campus as well as the students' parents or legal guardian will consent in writing to the Star City School District's random drug testing program. Written consent of this policy is a form provided by the District. No student will be allowed to participate in any activity or to drive on campus absent of such consent. This form is binding for the remainder of the school year unless the District is notified in writing by the student's parent or guardian that the student no longer wishes to participate in activities or does not wish to drive on campus. This notification will also be given to the Coach\Sponsor.

Student Selection: The names of all students who participate in activities or who drive on campus will be collected and sent to the Drug Testing Coordinator. He\She will send those names to the Testing Agency, school principals, and the superintendent of schools. The testing agency will create a computer generated pool of names from which students will be randomly selected for drug testing. All of those involved in this process will take every measure to insure the least intrusive means as possible. In random selection, a student may be selected more than one time in a school year. It is possible for a student to not be selected during a school year, but no student will be tested randomly more than three times per school year.

There will be a 20% selection of names for the month of September and additional 10% selection of names four times during the school year. If a student is absent on the day of the test, he/she will be responsible for providing a urine sample under the supervision of the school nurse at a designated location within 48 hours of the original test date.

Reasonable Suspicion:

Reasonable Suspicion is defined as a reasonable suspicion by a school administrator or a District employee that a student has used, possessed or sold illegal drugs, alcohol on campus or at a school sponsored event. This includes the misuse of prescription medications on campus or at a school sponsored event. Students under the influence of said chemicals will be subject to the consequences of the student handbook.

Students identified under the Reasonable Suspicion clause will be notified along with their parents or legal guardian. They will be required to submit to a drug test at that time. The cost of this test will be the responsibility of the student. Students who refuse to test will be removed from all activities and from driving on campus.

The Reasonable Suspicion Clause only pertains to students in the drug testing program.

Court Documented Positive Drug Test:

Students who are drug tested in the juvenile court system are subject to the same procedures for first, second and third offenses in the Star City High School Drug Testing Policy.

Sample Collection:

Representatives of the testing company will collect the urine samples. Samples will be collected at a convenient time of day. All students providing samples will be given the opportunity of doing so in an individual stall with the doors closed.

Testing Agency:

The Star City School District will choose a highly qualified testing agency for the purpose of collecting, processing and maintaining privacy with respect to test results and related matters. Only testing performed by this testing agency will be recognized by the Star City School District.

Prescription Medications:

In a student's sample, the existence of lawfully prescribed medication is not a violation as long as it was taken in accordance with a physician's prescription to that specific student. If the student is taking a prescription medication at the time of the test, he\she should inform the testing coordinator immediately. The student will be asked to provide a doctor's prescription to verify the prescription. If the student fails to provide the verification of the doctor's prescription, he/she will be subject to actions specified by a positive test.

Scope of Tests: The drug tests will follow Federal Standards. Student's samples will not be screened for any substance other than illegal drugs and alcohol.

Limited Access to Results: The testing lab will be authorized to report results to the Drug Coordinator and the appropriate principal.

Procedures in Event of a First Positive Test: Whenever a student's test results indicate the presence of illegal or prescription drugs, the following will occur:

If the prescription medications are prescribed to the student, the positive results will be voided at that time. All others will be deemed positive.

If the sample is positive, a custodial parent or legal guardian will be notified and a meeting will be scheduled with the student, parent\guardian, coordinator, principal, and head coach or sponsor. The Drug Testing Policy procedure will be covered including an explanation of the consequences.

A STUDENT MAY REQUEST A RETEST AT HIS\HER OWN EXPENSE WITHIN A 24 HOUR PERIOD OF A POSITIVE TEST. THE SPECIMEN MUST BE GIVEN AT ONE OF THE DESIGNATED LABS.

The initial urinalysis method is an immunoassay screen. The retest utilizes a gas chromatography/mass confirmation (GC/MC) test. If the retest is negative, the student will be considered to have a negative test results. If the retest is positive, the student will be considered to have positive test result.

No student will be allowed to participate in activity programs without a negative test result.

The student will be encouraged to seek treatment and/or counseling for drug related problems. The Star City School District will not assume any expense incurred for attendance in any drug rehabilitation programs or for any counseling services.

The student will be placed on probation for twenty (20) days. The student under probation will not be allowed to drive on campus, to participate in any competitions, presentations, or activities representing Star City School District, nor may a student dress out for any competition.

After twenty (20) days, the student will be tested again at his/her expense. A written copy of the results will be given to the Drug Coordinator. If the student refuses to take this test, the probation will continue.

If the test is negative, the probation will be lifted.

If the test is positive, the student will not be allowed to drive on campus or participate in any activity for ninety (90) consecutive school days. If the semester or school year ends before this time is completed, the probation will carry into the next semester or school year.

A student may be required to practice or participate in off-season activities at the discretion of the head coach or sponsor provided the student has a medical release from a physician.

This probation will not be responsible for lowering the student's grade. The student will be allowed to obtain grades other than activity performance grades, but it is his/her responsibility to do the required work.

Second Positive Drug Test:

A second positive result within the period of one hundred and eighty days (180) consecutive school days will result in the student being suspended from driving on campus and from participating in any activity programs for a period of ninety (90) consecutive school days.

If the semester or school year ends before this time is completed, the suspension will carry over into the next semester or school year

The GC/MS test is also an option at the student's expense. Just as in the First Positive Drug Test, to be removed from suspension the test must return as a negative test.

Third Positive Drug Test:

For the third positive result within a period of two consecutive years, the student will be permanently suspended from driving on campus and from participating in any activity program for the remainder of his/her enrollment in the Star City School District. This remains in effect if the student withdraws from school to attend another school and returns and re-enrolls in the Star City School District.

Non-Punitive Nature or Policy:

There will be absolutely no penalty whatsoever as far as academics are concerned in the event of a positive drug test. The results of a drug test pursuant to this policy will not be documented in any students' academic records. Information regarding the results of drug tests will not be given or disclosed to criminal or juvenile authorities absent legal compulsion by valid and binding subpoena or other legal process, at which time the student's custodial parent or legal guardian will be notified as soon as possible by the District.

Other Disciplinary Measures:

The Star City School District is not precluded from using other disciplinary measures as outlined in the student handbook dealing with the student discipline policy.

EXPELLED STUDENTS

In accordance with ACT 472 of 1995, after a hearing before the board, any person who has been expelled as a student from any other school district may not enroll as a student until the expulsion has expired.

NOTIFICATION OF PARENTS WHEN REPORTS ARE MADE TO LAW ENFORCEMENT CONCERNING STUDENT MISCONDUCT

From time to time, in order to comply with state law or district policy, state or local law enforcement may be notified of student misconduct or criminal acts. Students are advised that they have the right to decline to be questioned by a law enforcement officer until their parent or parents can be present.

As mandated by Act 1217 of 2001, the school district shall make a reasonable, good faith effort to contact the student's parent, legal guardian, or other person having lawful control of the student by court order or person acting in loco parentis listed on the student enrollment form when a student has been reported to, interviewed by, or taken into custody by law enforcement personnel.

However, notification is not required if the school personnel makes a report or files a complaint based on suspected child abuse or neglect.

NOTIFICATION OF SCHOOL DISTRICT BY LAW ENFORCEMENT

Law enforcement personnel shall notify the school district whenever a juvenile is arrested for any offense that may affect the safety of the student or others while at school (Act 1268 of 2001).

SKIP DAY

There is NO SUCH THING as "Skip Day". It is very important that students be in school every day.

VIOLENT CRIMINAL ACTS

ACT 888 of 1995 requires superintendents to report all felonies or other violent criminal acts to the appropriate local law enforcement agency and to the district for resolution.

DISCIPLINARY PROCEDURES

ACADEMIC DISHONESTY

A student may not cheat on tests or other work, nor will a student aid other students in cheating. A student that is cheating or aids another student in cheating will not be given any points for the assignment/test; however, students involved in cheating will be given another opportunity to show understanding of the content or concepts with a maximum of 70% of the total points possible on the assignment/test.

Penalties will be:

1st Offense – 1 day D-Hall

2nd Offense – 3 days D-Hall

ACADEMIC FOCUS

Failure to attend an Academic Focus assignment will result in the following:

- 1st Offense-1 day D-Hall
- 2nd Offense-3 days D-Hall
- 3rd Offense- 5 days D-Hall

ACADEMIC SUPPORT

Failure to attend Academic Support time during lunch will result in the following:

- 1st Offense- 1 day D-Hall
- 2nd Offense-3 days D-Hall
(Academic Focus is automatically assigned)
- 3rd Offense-5 days D-Hall
(Academic Focus is automatically assigned)

ALCOHOLIC BEVERAGES OR DRUGS

Using, offering for sale or selling alcoholic beverages or other illicit drugs by students on school property (Act 104 of 1983 and Act 567 of 1995):

A student shall not possess, sell, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other controlled substance, as defined in Act 590 of 1971 of the State of Arkansas, as amended, or beverage containing alcohol or intoxicant of any kind. A student cannot have in his possession any type of drug paraphernalia. Examples are but not limited to pipes, rolling papers, syringes, clips, and etc.

1st Offense - Alcohol beverages or prescription drugs – 10 days In School Suspension.

2nd Offense - Alcohol beverages or prescription drugs – 10 days Out of School Suspension with recommendation for Expulsion.

1st Offense – Illegal drugs or chemicals that affect the student's judgment - 10 days Out of School Suspension with recommendation for expulsion

ANNOYING CLASSMATES

A student shall not annoy, tease, or ridicule other students. Penalty will be one of the following:

- 1st Offense – 1 day D-Hall
- 2nd Offense – 3 days D-Hall
- 3rd Offense – 5 days D-Hall
- 4th Offense – 7 Days D Hall

HALLWAY TRAFFIC

Running, crowding, shoving, pushing, pulling, striking others, loud talking and the like are not permitted in the corridors, classrooms, restrooms, etc. In using the hallways, pupils are asked to always pass to the right. Loitering in the halls is not allowed

ASSAULTS, ABUSE AND THREATS OR THREATENING BEHAVIOR

"Assault" is the willful attempt or threat to inflict injury upon the person of another coupled with the apparent present ability to do so. Any display of force that would give the victim reason to fear bodily harm is assault, even if touching does not occur.

"Battery" is similar to assault, but requires unexcused physical touching or injury.

"Abuse" means to wrong in speech, reproach coarsely, disparage, revile or malign. Use of profanity or vulgar expressions directed at another person is considered abuse.

"Threat" is defined as a communicated intent to inflict physical or other harm on any person or on property. Invoking the geographic location of a previous act of violence, particularly school violence, in a threatening menacing way, will be considered a threat.

Act 1046 of 2001 defines the offense of communicating a death threat concerning a school employee or a student as:

1. Communicating to another person a threat concerning a school employee or a student, and
2. The threat involves the use of a firearm or other deadly weapon, and
3. A reasonable person would believe the person intends to carry out the threat and
4. The person making the threat purposely engaged in conduct intended culminate in the commission of the threatened act and,
5. There is a close temporal relationship between the threatened act and the substantial step.

The penalty for communicating a death threat as defined in the law is Class D Felony. Students are to keep their hands to themselves and treat teachers and fellow students with respect and courtesy. Horseplay and physical teasing as well as shoving, fighting, or threatening others constitute battery and/or assault and are strictly forbidden. All threats of violence or property damage will be taken seriously. Students should be aware that uttering threats can not only lead to disciplinary action being taken against a student, it can also lead to serious criminal penalties. Profanity and rude abusive language directed at others is considered abuse, and this is also strictly forbidden. Violation of this policy will result in disciplinary action and may also constitute a criminal offense. By law, local law enforcement must be notified whenever a felony act of violence may have been committed on campus.

Penalty can range from ISS to OSS with the recommendation of expulsion.

BULLYING

Students shall not bully, i.e. injure or threaten another student. Bullying is a pattern of behaviors that is intended to harass, ridicule, or instill fear in another child or children. Bullying is a series of recurring actions committed over a period of time directed one student or against multiple students.

Penalty will be:

- 1st Offense – 3 days of ISS
- 2nd Offense – 5 days of ISS
- 3rd Offense – 10 days of ISS

BUS POLICIES

1. Be at the bus stop at the scheduled time. Stand back at least ten (10) feet from the bus stop and wait until the bus comes to a complete stop. Approach the bus once the door has opened. Do not play on the highway or road. If you miss the bus don't attempt to hitchhike a ride or walk to school.
2. Students should try to be on the right side of the road to load the bus when possible. If you have to cross the road to load wait until the bus comes to complete stop, the door opens, and the driver signals for you to proceed.
3. Students cannot ride a bus except their own. Visitors are not allowed except in a case of emergency. All emergency permission must be secured from the office.
4. Students loading the bus should do so in an orderly and safe fashion.
5. While riding the bus, students are under the supervision of the bus driver and must obey the driver at all times. The driver will make seat assignments and has the option to change a student's seating at any time.
6. Students are expected to conduct themselves in a manner that does not distract the driver or disturb the other riders on

the bus. Students are to be reasonably quiet and keep their hands and feet to themselves.

7. No sharp objects of any type are allowed on the bus. No type of weapons, explosives, or any type of animal may be on a bus.
8. No EATING, DRINKING, GUM CHEWING, or TOBACCO PRODUCTS will be allowed on a school bus at any time.
9. Students must stay seated while the bus is in motion. ACT 1744 of 2001 mandates that students are to remain seated while the bus is moving.
10. Students are not to put their hands, arms, head, or any other body part out a bus window.
11. Students are not to yell out the bus window while on the bus.
12. Students are to keep the aisle of the bus clear of books, bags, coats, etc. Do not rest your feet in the aisle at any time.
13. Students are not to deface the school bus or any school property. Students are not to tamper with any of the safety devices, such as door latches, fire extinguishers, first aid kit, etc.
14. Students will only be dropped off at their regular stop. Do not ask the driver for any exceptions.
15. When students exit the bus it must be done in a safe and orderly manner. Students who must cross the road after unloading must go to a point up from the bus where the driver can clearly see them. Then wait for a signal from the driver or student patrol to safely cross the road.
16. Students are never to return to the roadway to retrieve items or check their mail boxes while the bus is in the area.
17. Students will be permitted to use cell phones on the bus for texting only. Bus drivers and school officials may restrict any and all cell phone use or privileges at any time.
18. Students will be permitted to use iPods, MP3 players, etc. on buses as long as ear buds are in use by the listener.
19. This is not intended to cover all the do's and don'ts. These guidelines are set to ensure the safety of students, driver and general public. The driver may find it necessary to interpret these policies in light of his/her own needs.

IT SHOULD BE REGARDED AS A PRIVILEGE TO RIDE TO SCHOOL ON A BUS.

Failure to abide by these policies will result in punishment by one of the following:

- 1st Offense: Reprimand
- 2nd Offense: Three (3) day suspension from the bus
- 3rd Offense: Five (5) day suspension from the bus
- 4th Offense: Ten (10) day suspension from the bus
- 5th Offense: Suspended from the bus for the remainder of the semester or for not less than thirty (30) school days.

Bus penalties for students who qualify under PL 94-142 will be as follows:

- 1st Offense: Reprimand
- 2nd Offense: Counselor referral
- 3rd Offense: Three (3) day suspension from the bus
- 4th Offense: Five (5) day suspension from the bus
- 5th Offense: Ten (10) day suspension from the bus
- 6th Offense: Suspended from the bus for the remainder of the semester or for not less than thirty (30) school days.

When behavior threatens the security and order of the bus, progressive discipline is not necessary. Consequences for major offenses will result in a suspension from the bus and the consequence described in the handbook for that offense.

CAFETERIA BEHAVIOR

Students are allowed the privilege of eating in the school cafeteria. There will be no carryout trays or food taken from the cafeteria. Students are expected to enter cafeteria lines in an orderly manner. Entrance should be made through the doors located at the northeast end of the cafeteria. Once inside, students should behave in a manner that is respectful to others. Students are not to use or have visible brushes, combs, or any hair care type product in the cafeteria. Throwing food and other forms of misconduct will result in the loss of cafeteria privileges.

Penalty will be:

- 1st Offense – 1 day of D-Hall
- 2nd Offense – 3 days of D-Hall
- 3rd Offense – 5 days of D-Hall
- 4th Offense – 3 days of ISS

CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES

Students misusing cell phones or other electronic communication devices shall have them confiscated and will receive an office referral. If a student's cell phone or other electronic communication/entertainment device is concealed and makes a noise, the student will be expected to turn the device over to school personnel. Students have no right to privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated for investigations. Any student using cell phones or other electronic communication devices for harassment, intimidation, or cheating will be subject to discipline, up to and including suspension with recommendation for expulsion. Students who use school issued cell phones and/or computers for non-school purposes, except as permitted by district policy or administrative regulation, shall be subject to discipline, up to and including suspension or expulsion.

Students are allowed to use or have out cell phones or other similar communication devices before school, after school, and during the students' lunch time. Talking on a cell phone, listening, ringing, checking the time, taking pictures, etc. will not be allowed at any time during instructional or class change time unless permission is given to the student from school personnel. During instructional time (including intervention period) phones may not be used for any reason (including talking on a cell phone, listening, ringing, text messaging, checking the time, taking pictures, etc.) unless permission is given from school personnel.

At no time should a student use a cell phone during a test. Due to test security reasons the administration of high stakes testing (ACT, AP, EOC, etc.). Students are prohibited to have phones in their immediate possession during test administration. Violation of this policy will result in immediate confiscation of the phone and the student will be assigned 3 days of In School Suspension. Further action may be taken by the testing company in addition to the action of SCHS.

Students bring these devices to school at their own risk. Star City School District faculty and staff members are not responsible for any damaged, missing, or stolen cell phones. If a student has a cell phone or other electronic device stolen or damaged, the school will not utilize administrative time to investigate the incident nor will the school take any financial responsibility for the cell phone or cell phone charges.

The penalties will be as follows:

- 1st Offense – 3 days detention hall
- 2nd Offense – 5 days of detention hall
- 3rd Offense – 1 day of ISS
- * Additional offenses – 3 days of ISS

THE NUMBERS OF OFFENSES ARE CUMULATIVE FOR THE ENTIRE SCHOOL YEAR.

CONFLICT CONTRACTS

Conflict contracts may be used with students that have been identified as having a severe conflict with another student and the conflict is

causing a disruption in the learning environment or has the potential of causing a disruption in the learning environment.

Each student being placed on a conflict contract will meet with the principal, assistant principal, or dean of students where the rules of the conflict contract will be explained. The rules of a conflict contract are as follows:

1. Will not say anything to each other
2. Will not have any physical contact between both parties
3. Will not hang out or spend time in the same area and with the same group of students
4. Will not send messages to the other party of the conflict contract
5. Will not sit together in the cafeteria
6. Will be separated in the classroom
7. Will not say anything about the other party to another student
8. Will not text the other party

After the rules are explained, each student will sign the conflict contract agreeing to their understanding of the rules, their willingness to follow the contract, and their understanding that consequences will follow if the contract is broken.

Consequences for breaking a conflict contract will be left to the discretion of the principal, assistant principal, or the dean of students.

DAMAGE OR DESTRUCTION OF SCHOOL PROPERTY (ACT 104 OF 1983 SPECIAL SESSION)

A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property. The school district will attempt to recover damages from the student destroying school property. Vandalism at school during school hours or after school hours can result in suspension and/or expulsion.

Parents of any minor student under the age of 18 and living with parents may be liable for damages caused by said minor in an amount not in excess of \$2,000.00.

Penalty will be:

Minor Vandalism - D-Hall and conference with parents and pay for damages

Major Vandalism - ISS and conference with parents and pay for damages

Extreme Vandalism - Suspension and recommendation for expulsion and pay for damages

DISREGARD OF DIRECTION OR COMMANDS

A student shall comply with reasonable directions or commands of teachers, student teachers, teacher aides, principals; administrative personnel, superintendents, school bus drivers, school security officers or other authorized school personnel. The penalty for violation of a written or verbal command will depend on the urgency and seriousness of the situation. Extreme disregard is **INSUBORDINATION**.

Penalty will be:

1st Offense – 3 days D-Hall

2nd Offense – 5 days D-hall

3rd Offense – 3 days of ISS

DISRESPECT TOWARD SCHOOL EMPLOYEE

Students are expected to display proper respect towards school employees at all times. Extreme disrespect will be considered insubordination and the penalty will depend on the seriousness of the disrespect.

Penalty will be:

1st Offense - 3 days D-Hall

2nd Offense - 5 days D-Hall

3rd Offense - 3 days ISS

DISRUPTION AND INTERFERENCE WITH SCHOOL

No student shall:

- A. Block the doorway or corridor
- B. Prevent students from attending class or school activity
- C. Block normal, pedestrian or vehicular traffic
- D. Use violence, force, noise, threat, intimidation, harassment, fear, passive resistance or any other conduct intentionally to cause a disruption
- E. Encourage other students to violate any rule or school board policy

Penalty will be:

1st Offense – 3 days of D-Hall

2nd Offense – 5 days of D-Hall

3rd Offense – 3 days of ISS

DRESS CODE

Courts have consistently upheld the views that Boards of Education cannot impose limitations on dress in which fashion or taste is the sole consideration.

Students will appear at school clothed and groomed in an appropriate manner which is dictated by principles of personal hygiene. It is recognized that the choice of attire and grooming are matters of expression and subject to fashion and current fads; nevertheless, the school board expects that good grooming shall be stressed at all times. Any article of clothing or manner of hair style which is determined by the building administrators to materially and substantially interfere with the educational process is prohibited, but not limited to those expressions which are obscene, profane, pornographic, representative of a clear and present danger or illegal behavior, dress that is demeaning to others in racial, religious, or sexist or advocating pain, death, suicide, or the use of drugs, alcohol, tobacco, or gang affiliation.

1. Shorts, skirts, or dresses and tops worn over leggings must be no more than the width of a dollar bill above the knee.
2. No clothing will be allowed that results in immodesty.
3. All students must wear shoes at all times for health and safety reasons.
4. Students are NOT permitted to wear tank tops (any top that has less than 3 inches across the top of the shoulder), tube tops, halter-tops, see-through shirts, or midriff tops. No cleavage exposed.
5. Male students must have sleeves.
6. Hats, caps, or any other head covering will not be permitted in the building.
7. Bandanas are not allowed on campus.
8. Pants must be the proper size and worn at the waist. **NO SAGGING!**
9. Belts are to be buckled around the waist and not hanging down excessively.
10. Clothing torn or with holes will not be permitted if torn area or holes are above the knee.
11. No mesh shirts unless t-shirts are worn under them.
12. Students are not to wear sunglasses inside the building.
13. Students are not to wear clothing representing a gang affiliation.
14. Students are not permitted to wear clothing or footwear that are intended as sleepwear.
15. No type of combs, brushes, or picks will be allowed to be kept in a student hair during the school day.
16. No excessive objects hanging out of a student's pants or pockets (key rings, rags, shoe strings, etc.).
17. No exposed money attached to clothing (birthday money).

Students will not be allowed to attend class unless they are in compliance with this dress code.

Students dress must be in compliance during normal school day activities.

Penalties will be:

1st Offense - Reprimand and change to proper dress that meets dress code

2nd Offense – 3 days of D-Hall and change clothes**

3rd Offense – 5 days of D-Hall and change of clothes**

4th Offense – 3 Days of ISS and change of clothes**

EXCESSIVE TALKING IN THE CLASSROOM

Students are to be quiet and orderly. They are expected to be attentive and follow the teachers' instructions at all times.

Penalty will be:

1st Offense – 1 day of D-Hall

2nd Offense – 3 days of D-Hall

3rd Offense – 5 days of D-Hall

4th Offense – 3 days of ISS

FAILURE TO PROVIDE IDENTIFICATION

Students shall not refuse to give identification or give false identification when identity is requested.

1st Offense - 1 day of ISS

2nd Offense - 3 days of ISS

3rd Offense - 5 days of ISS

FALSE ALARM

Act 567 of 2001 makes communicating a false alarm to or about a public education institute a Class D Felony.

Penalty will be:

1st Offense – 10 days of ISS and law authorities will be contacted.

2nd Offense – 10 days of OSS with recommendation for expulsion

FIGHTING

The school board has adopted the following penalty for fighting at Star City High School:

Law authorities will be contacted and:

1st Offense - 2 days OSS

2nd Offense - 4 days OSS

3rd Offense - 10 days of Out of School Suspension with a recommendation for expulsion

The numbers of offenses are cumulative for the entire school year.

Fighting that threatens the security and order of the school and students who double team or assault another student will receive a penalty that can range from 10 days of ISS to 10 days of OSS with recommendation for expulsion.

FIREWORKS, MATCHES, LIGHTERS

A student shall not possess, handle or store firecrackers, smoke bombs, cherry bombs or any other kind of fireworks that reasonably could be a danger to himself/herself or to other students, that could cause damage to school property or that could be disruptive to the learning climate of the school.

Penalty will be:

1st Offense – 3 days of ISS

2nd Offense – 5 days of ISS

3rd Offense – 10 days of ISS

FOOD DELIVERY

In an effort to provide a learning environment that is both secure and one with minimum interruptions, delivery of food by outside vendors will not be allowed with the exception of principal approved class organizational parties/workshops.

- Deliveries of lunch during the school day are prohibited.

- Students may bring a lunch prepared outside of the cafeteria, but it is against State Law for any of this food to be shared with other students.
- If a student forgets to bring his/her lunch, they will need to eat in the cafeteria.

If a student violates this policy by receiving food, he/she will be subject to disciplinary action.

Penalties will be:

1st Offense – 1 day D-Hall

2nd Offense – 3 days D-Hall

3rd Offense – 5 days D-Hall

FOOD OR DRINK IN THE BUILDINGS

Eating candy or food, or drinking soft drinks is not permitted in the buildings. Bottled drinks, other than water, are not to be brought into the building. Water must be in a clear container. Drinks not in clear containers or other than water will be confiscated.

Students are prohibited from selling candy/food to other students on campus.

Penalty will be:

1st Offense – 1 day of D-hall

2nd Offense – 3 days of D-Hall

3rd Offense – 5 days of D-Hall

4th Offense – 3 days of ISS

GAMBLING

A student shall not participate in any activity which may be termed gambling or wagering where the stakes are money or any other objects of value.

Penalty will be:

1st Offense – 3 days of D-Hall

2nd Offense – 5 days of D-Hall

3rd Offense – 3 days of ISS

GANGS AND GANG ACTIVITY—ACT 1108 OF 1997

Gangs, secret societies, or other similar groups, whether organized in the community or in other settings, are prohibited on the school grounds and campus and at any school-sponsored activity. Gang-related activity—whether genuine or a pretense—that is identified by school officials will result in a ten day out-of-school suspension and/or expulsion for the remainder of the term. A second offense of gang-related activity will result in a recommendation for expulsion for the remainder of the term, the remainder of the school year, or for one calendar year or permanently.

Students who are arrested for gang-related offenses, regardless of where the offense may have occurred may be expelled for the remainder of the term, for the remainder of the school year, for one calendar year or permanently, depending on the circumstances of the arrest. Gang-related activities include but are not limited to such activities as wearing apparel associated with gangs, displaying gang insignia, ganging up, intimidation, and threats.

Penalty will range from ISS to 10 days of OSS with recommendation for expulsion.

HAZING

A student shall not haze or aid in the hazing of another student.

Penalty will be:

1st Offense – 3 days of ISS

2nd Offense – 5 days of ISS

3rd Offense – 10 days of ISS

IMMORALITY

A student shall abstain from indecent and immoral acts.

Penalty will be:

1st Offense – 10 days of ISS

2nd Offense – 10 days of OSS with the recommendation for expulsion

INDECENT EXPOSURE, SEXUAL ADVANCES AND SEXUAL MISCONDUCT

A student shall not deliberately commit indecent exposure in school nor shall a student make improper sexual advances toward another person or engage in any sexual misconduct. (AR Stat. 41-1311, 41-1812)

Penalty will be:

10 days of ISS or 10 days OSS with a recommendation for expulsion.

INSUBORDINATION

Insubordination is the total failure to follow a command or instruction from a staff member.

Penalty will be:

1st Offense – 1 day of ISS

2nd Offense – 3 days of ISS

3rd Offense – 5 days of ISS

4th Offense – 10 days of ISS

INTERNET POLICY — ACT 801 OF 1997:

Students may have the opportunity to use a variety of technologies at school, including computers and the Internet. Students are to use this technology as directed by the staff in conformity with school curriculum. Students who use any technology in an inappropriate manner and/or not as directed by the school are in violation of school policy and subject to discipline, up and including the loss of the right to use the technology (which may involve loss of credit if the technology use was course work). Students who violate technology user agreements are also subject to penalties outlined in the agreement.

Act 912 of 2001-Students shall sign the district computer user agreement form which outlines proper and improper use of the school's technology prior to being allowed to access technology.

IN-SCHOOL SUSPENSION GUIDELINES

Parents will be notified by the principal/assistant principal or dean of students with the reasons for ISS classroom placement. In-school Suspension (ISS) assignment will begin on the date set by the administration.

Students that follow the rules for ISS will have the right to return to the regular classroom after the assignment has been completed. The assignment to ISS can and will be extended if the student's conduct warrants it. The determination of a day being accepted as counting as a day served will be determined by the ISS director in accordance with the rules stated. The ISS director will record infractions committed by each student.

Students who refuse to conduct themselves according to the ISS rules will be dismissed from ISS and taken to the principal/assistant principal or dean of students. The student will receive additional disciplinary actions.

Students assigned to ISS will be given the opportunity to complete regular classroom assignments and test given during their absence.

ISS staff will coordinate this work with the students and teachers. Work done while in ISS will be graded by the regular classroom teacher and credit given accordingly.

Each day assigned means a full day (8 periods). If the student is absent, that time must be made up.

Students assigned ISS are not allowed to participate in any school activities or to be at the any school function, whether these activities or

functions are in or out of town. Students are considered in ISS the day they begin their assignment and until the morning after their assignment ends.

If a student moves to another school district before completing his/her ISS assignment, that student will be required to complete the assignment before returning to and attending regular classes.

If a student fails to complete an ISS assignment during the school year that it was assigned, that student will be required to complete the assignment the following year before returning to regular classroom. Situations which may occur that are not covered under this policy and the following rules will be decided at the discretion of the principal, assistant principal or dean of students.

Students assigned to ISS must abide by these rules and guidelines:

1. Bring all materials that will be needed in ISS. If a student fails to bring all materials, they will be provided by the ISS teacher and the student will be given an additional day in ISS.
2. BE SEATED. When entering the ISS classroom, the student is to go directly to his/her assigned area and be seated. The student is not to leave the area until given permission by the teacher/director.
3. BEGIN WORK. Assignments will be provided by the regular classroom teacher. If they are not, the ISS teacher will make assignments. Students are not to wait to be told to start to work. Students who fail to work will receive a warning. Students who refuse to work after receiving a warning will be given an additional day in ISS.
4. NO TALKING. When entering the ISS classroom, the student will not make any noise, gesture, or sound that would indicate an attempt to talk to gain the attention of another student. If a student has a question, he/she must raise his/her hand and wait for recognition. All questions must be of an academic nature and relate to the assigned work.
5. WORK ASSIGNMENTS. All work assignments must be completed in full to receive full credit.
6. EACH DAY ASSIGNED MEANS A FULL DAY (8 PERIODS). IF THE STUDENT IS ABSENT, THAT TIME MUST BE MADE UP.
7. NO LOITERING. When students arrive on campus, they are to go directly to the ISS classroom. Students are not to enter other buildings unless accompanied by the ISS director/teacher. Students who violate this rule will be considered OUT OF THEIR ASSIGNED AREA.
8. FOLLOW ALL RULES that are stated in the Star City High School/Star City Middle School Handbook.
9. MEALS. A student will be provided an opportunity to obtain a "standard meal" at breakfast and lunch. A standard meal meets all federal nutrition guidelines and will be at the discretion of the district. Students may provide their own lunch.

LASERS (ACT 1408)

No student may possess, handle, or use a hand-held laser pointer on school property. It is unlawful for a person under eighteen (18) to possess a hand-held laser pointer. Lasers will be seized and turned over to the proper authorities.

Penalty will be:

1st Offense – 3 days D-Hall and confiscate the laser

2nd Offense – 3 days of ISS and confiscate the laser

3rd Offense – 5 days of ISS and confiscate the laser

LEAVING THE ROOM OR DESIGNATED AREA WITHOUT PERMISSION

A student shall not leave the room or designated area without permission from school authorities. (AR Stat. 80-1512)

Penalty will be:

- 1st Offense – 3 days of D-Hall
- 2nd Offense – 5 days of D-Hall
- 3rd Offense – 3 days of ISS
- 4th Offense – 5 days of ISS

LITTERING

A student shall not throw paper, cans, food trays, etc. on the grounds or on the floor.

Penalty will be:

- 1st Offense – Reprimand and pick up trash
- 2nd Offense – 1 day of D-Hall and pick up trash
- 3rd Offense – 3 days of D-Hall and pick up trash
- 4th Offense – 1 day of ISS

LOITERING BY SUSPENDED OR EXPELLED STUDENTS

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

Violation of this rule will result in law enforcement being contacted.

MUSIC/MEDIA PLAYERS

Students will not use iPods/MP3 players, radios, tape/CD players, cameras, etc., during instructional time or within the building without special permission

Penalty will be:

- 1st Offense – 1 day of D-Hall
- 2nd Offense – 3 days of D-Hall
- 3rd Offense – 5 days – of D-Hall

*Additional offenses – 10 days of detention hall

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 must park the vehicles in the designated parking area. Students must not drive in a reckless manner and must not exceed the speed limit on the streets surrounding the school. Students must get out of cars immediately upon arrival at school and leave the parking lot. The parking lot is off limits after students come onto the campus. Students must have a pass from the assistant principal's office to enter the parking lot during the school day.

Students must present a valid driver's license and pay a registration fee of ten (\$10) dollars to receive a parking space.

Any student that drives from his/her home and parks on property that is adjacent to the school campus must have written permission from that land owner. This must be renewed each school year and turned in the office. It is the student's responsibility to obtain this written permission

Penalty for violating these rules will be:

- 1st Offense – 3 days of D-Hall
- 2nd Offense – 5 days of D-Hall
- 3rd Offense – 5 days of ISS and suspension of driving rights for 5 days
- 4th Offense – 10 days of ISS and suspension of driving rights for 10 days

Automobiles parked on school property are subject to search by school authorities or police. Students who drive will also be subject to the Star City School District Drug Testing Policy.

Students that park on adjacent property must follow the same rules and regulations as the students that park on campus. They may also be subject to search by school authorities or police.

PHYSICAL ABUSE OR ASSAULT BY A STUDENT ON A SCHOOL EMPLOYEE

A student who commits assault and/or battery upon a member of the faculty or staff of the Star City School District shall be expelled from the Star City School District (AR Stat. 41-1601, 41-1604, 41-3104, 80-1905).

PROFANITY- VERBAL ABUSE- OBSCENE GESTURES- OBSCENE NOTES- PORNOGRAPHIC MATERIAL

A student shall not use profane, violent, vulgar, abusive 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 educational process (AR Stat. 41-2908, 41-2910, 41-2922 and 42-2923). A student shall not have in his/her possession pornographic material.

Penalty will be:

- 1st Offense – 5 days of D-Hall
- 2nd Offense – 3 days of ISS
- 3rd Offense – 5 days of ISS
- 4th Offense – 10 days of ISS

THREATENING, INSULTING, OR ABUSIVE LANGUAGE TO A SCHOOL EMPLOYEE

Any student who uses profanity, violent, vulgar, or abusive language or obscene gestures directly to a school employee will be suspended for 10 days OSS with recommendation for expulsion.

PUBLIC DISPLAY OF AFFECTION

Public display of affection is not appropriate behavior at school. Failure to comply with reasonable expectation of school staff will lead to disciplinary action.

Penalty will be:

- 1st Offense – 1 day of D-Hall
- 2nd Offense – 3 days of D-Hall
- 3rd Offense – 5 days of D-Hall
- 4th Offense – 3 days of ISS

SEXUAL EXPLICIT MATERIAL

Students may not possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically or on a data storage device, or in a hard copy.

Penalty will be:

- 1st Offense – 5 days of D-Hall
- 2nd Offense – 3 days of ISS
- 3rd Offense – 10 days of ISS

SEXUAL HARASSMENT OR OTHER SEXUAL MISCONDUCT

A student shall not touch self or other students in a sexually suggestive or offensive manner or behave in any way that causes alarm to others.

Sexual harassment refers to behavior that is not welcome, that is personally offensive, that debilitates student morale, and that, therefore, interferes with the educational process of its victims.

Penalties will be:

Verbal:

- 1st Offense - 3 days of ISS
- 2nd Offense - 5 days of ISS
- 3rd Offense - 10 days of ISS
- 4th Offense - 10 days of OSS with recommendation for expulsion

Physical:

- 1st Offense - 5 days of ISS
- 2nd Offense - 10 days of ISS
- 3rd Offense - 10 days of OSS and recommendation for expulsion

STUDENT MOVEMENT

Students are to use the sidewalks at all times. Students that walk on the grass will be written up. Students will be assigned detention hall as a minimum punishment.

Students are to use the hall ways to travel between classes. Students that use the library as a short cut will be written up.

Penalty will be:

- 1st Offense – 1 day of D-Hall
- 2nd Offense – 3 days of D-Hall
- 3rd Offense – 5 days of D-Hall
- 4th Offense – 3 days ISS

SUSPENSION OR EXPULSION

Causes for suspension ranging from ISS to OSS with recommendation for expulsion include:

- Repetitious misconduct on campus, school bus or school trips.
- Violation of rules and regulations
- Insubordination (Not showing proper respect to all school employees by word or deed)
- Profanity
- Arson
- Theft
- False Alarms
- Obscene gestures
- Vandalism
- Disruption and danger
- Destruction of property
- Explosion of fireworks and explosives
- Possession or use of alcohol, drugs or other controlled substances
- Riot, strike, walkout
- Carrying or using weapons or dangerous instruments
- Skipping school
- Cafeteria misconduct
- Fighting
- Immorality
- Sexual Misconduct
- Refusal to follow Alternative Environment rules
- Terroristic Threatening
- Refusal to identify himself/herself on request.

SUSPENSION

Parents will be notified by the principal/assistant principal with the reasons for Out of School Suspension. Out of School Suspension assignment will begin on the date set by the administration.

Any student placed in Out of School Suspension will not be allowed on campus for any reason. Students will be required to make up all work missed during the suspension. Students will be given an opportunity

to make up the missed assignments during intervention. Students will have the same number of days as assigned in the suspension to make up the work missed. Example: 3 days of out of school suspension = 3 days to make up work. Failure to make up work in this time frame will result in reduction in percentage of 5% per day. Academic assistance time will be assigned during lunch until all missed assignments are complete.

SUSPENSION RETURN GUIDELINES

A parent/guardian conference must be held with principal, assistant principal or dean of students prior to a student's return from suspension or expulsion.

TARDIES

Promptness is an important character trait that district staff is to encourage, to model and to help develop in our schools. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement. A student who is not in the room and seated when the bell sounds is tardy. A student who is checking in school 15 minutes or less after the bell rings will be counted tardy and sent to class. A student that checks into school more than 15 minutes after the bell rings will be counted absent and sent to class.

The penalty will be:

- 1st tardy - warning from the teacher
- 2nd tardy - one (1) day detention hall
- 3rd tardy and all others - two (2) days detention hall

TERRORISTIC THREATENING

Any student who threatens to cause death or serious physical injury or substantial property damage to another student or to a teacher or other school employee will be suspended for ten days and/or recommended for expulsion. The incident will be reported to the proper authorities. Before the student may return to school, a follow-up report from the authorities will be required.

THEFTS

A student shall not steal or attempt to steal property belonging to the school or public or private property while under the jurisdiction of the school.

Penalty will be:

- 1st Offense – 3 days ISS
- 2nd Offense – 5 days ISS
- 3rd Offense – 10 days ISS

TOBACCO PRODUCTS (ACT 779 AND ACT 1555)

Smoking or use of tobacco products containing tobacco or the possession of tobacco products in or on any property owned or leased by a public school district, including school buses or at athletic events, is prohibited. Any person violating this provision shall be guilty of a misdemeanor, and upon conviction thereof, shall be punished by a fine of not less than \$10.00 and no more than \$100.00.

Penalty will be:

- 1st Offense – 5 days of D-Hall
- 2nd Offense – 3 days of ISS
- 3rd Offense – 5 days of ISS
- 4th Offense – 10 days of ISS

TRUANCY (SKIPPING SCHOOL OR CLASS)

A student shall not be absent from school without parent and/or school authorities prior knowledge and consent. After arrival on campus, a student shall not leave the campus or be absent from his/her classroom or other assigned learning station, without permission from school authorities shall be considered as truant (AR Stat., 80-1509, 80-1512).

Penalty will be:

1st Offense – 5 days of D-Hall

2nd Offense – 3 days ISS

3rd Offense – 5 days ISS

4th Offense – 10 days ISS

VERBAL ABUSE TO A SCHOOL EMPLOYEE (ACT 1565 OF 2001)

It is unlawful for any person to use profane, violent, vulgar, abusive, or insulting language toward any school employee. A person who violates this policy shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollar (\$100) or more than one thousand five hundred dollars (\$1500).

Penalty can range from 10 days ISS to 10 days OSS with the recommendation of expulsion.

WALK-OUTS/PROTEST

Any student who walks out of a class and leaves the building or fails to go to class after a break, due to some form of protest is subject to penalty ranging from ISS to 10 days of OSS with recommendation for expulsion.

WEAPONS OTHER THAN FIREARMS

A student shall not possess, use or attempt to use a bladed instrument, knife, razor, razor blade, box cutter, ice pick, brass knuckle, unauthorized tool, chemical deterrent (mace, etc.), or any other dangerous object of no reasonable use to the students at school which may cause bodily harm. This rule may include rocks if thro, knife, razor, razor blade, box cutter, ice pick, brass knuckle, unauthorized tool, chemical deterrent (mace, etc.), or any other dangerous object of no reasonable use to the students at school

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 following procedure will be followed in these situations:

1. The weapon will be secured by an administrator.
2. The incident will be documented as a disciplinary referral with documentation of what consequences the student will incur if he/she possesses a weapon again at school or a school function.
3. The student's parent or guardian will be informed of the incident.
4. A copy of the disciplinary referral will be placed in the student's discipline records and a copy will be mailed to the student's parent or guardian.
5. The confiscated weapon shall be held in the office until the end of the school year at which time 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.

DISTRICT POLICIES

4.1—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 District¹ 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.² A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. § 6-18-203, 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.

Cross References: Policy 4.40—HOMELESS STUDENTS
Policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN

Legal References: A.C.A. § 6-4-302 A.C.A. § 6-18-202
A.C.A. § 6-18-203- A.C.A. § 9-28-113

4.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the

provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option.

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

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

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

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

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

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

Prior to the child’s admission to a District school:

1. The parent, guardian, or other responsible person shall furnish the child’s social security number, or if they request, the district will assign the child a nine (9) digit number designated by the department of education.
2. The parent, guardian, or other responsible person shall provide the district with one (1) of the following documents indicating the child’s age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child’s date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. An affidavit of the date and place of birth by the child’s parent or guardian;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. The Board of Education reserves the right, after a hearing before the Board, not to allow any person who has been expelled from another school district to enroll as a student until the time of the person’s expulsion has expired.
4. The child shall be age appropriately immunized from poliomyelitis, diphtheria, tetanus, pertussis, red (rubella) 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.

5. All students entering public school for the first time must have a physical examination by a licensed physician. This physical examination must have occurred within two years prior to or within 90 days after the student's initial enrollment in kindergarten.

A student enrolled in the District who has an immunization exemption may be removed from school during an outbreak of the disease for which the student is not vaccinated at the discretion of the Arkansas Department of Health. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy,

"active duty members of the uniformed services" includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;

"uniformed services" means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services;

"veteran" means: a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

This policy applies to children of: active duty members of the uniformed services; members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

An eligible child as defined in this policy shall:

1. be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;
4. be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing

subsequent evaluations to ensure appropriate placement of the student;

6. make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

Cross References: 4.1—RESIDENCE REQUIREMENTS
4.4—STUDENT TRANSFERS
4.5—SCHOOL CHOICE
4.34—COMMUNICABLE DISEASES AND PARASITES
4.40—HOMELESS STUDENTS

Legal References: A.C.A. § 6-4-302 A.C.A. § 6-18-201 (c)
A.C.A. § 6-18-207 A.C.A. § 6-18-208
A.C.A. § 6-18-702 A.C.A. § 6-15-504 (f)
A.C.A. § 9-28-113
Plyler v Doe 457 US 202,221 (1982)

4.3—COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge of any child age five (5) through seventeen (17) years on or before August 1st of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1st of that particular school year and the parent, guardian, or other person having custody or charge of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Department of Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

Legal References: A.C.A. § 6-18-201 A.C.A. § 6-18-207

4.4—STUDENT TRANSFERS

The Star City District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis at the July and December regularly scheduled board meetings.¹

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.² The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

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

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

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

The responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

Legal References: A.C.A. § 6-18-316 A.C.A. § 6-18-510
 A.C.A. § 6-15-504 (f) A.C.A. § 9-28-113(b)(4)
State Board of Education Standards of Accreditation 12.05

4.5—SCHOOL CHOICE **Standard School Choice**

Exemption

By March 31 of each year, the Board shall determine if the District is subject to a desegregation order or mandate of a federal court or agency remedying the effects of past racial segregation. A District that determines it is subject to such an order or mandate may declare an exemption from the provisions of the School Choice Act of 2013 (the Act) codified at A.C.A. § 6-18-1901 et seq. If the District determines it is eligible for an exemption, it will notify the Arkansas Department of Education (ADE) by April 1 whether or not it will declare an exemption from the Act. If the District has previously declared an exemption from the Act and chooses to no longer exercise its exemption option, it shall notify the ADE by April 1 of the District's decision to participate in the school choice provisions of the Act. If the District chooses to exercise its exemption option, it should notify the superintendents of each of its geographically contiguous school districts of its decision. Each decision regarding exemption is binding for one-year from the date the District notifies the ADE of the declaration of exemption.

Definition:

For the purpose of this policy, "sibling" means each of two (2) or more children having a common parent in common by blood, adoption, marriage, or foster care.

School Choice Transfers Out of the District

The District shall date and time stamp all applications for school choice to transfer out of the District as they are received in the District's central office. By August 1, the District shall approve all such

applications unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the previous year's student enrollment. By June 1 of each year, the ADE shall determine and notify the District of the net number of allowable choice transfers. For the purpose of determining the three percent (3%) cap, siblings are counted as one student.

If, prior to August 1, the District receives sufficient copies of requests from its students to transfer to other districts to trigger the three percent (3%) cap, it shall notify each parent from which it has received a school choice application and the district the student applied to transfer to that it has tentatively reached the limitation cap. The District will use confirmations of approved choice applications from receiving districts to make a final determination of which applications it received that exceeded the limitation cap and notify each district that was the recipient of an application to that effect.

Any applications for transfer out of the District that are denied due to the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order in which the District received the original applications.

School Choice Transfers Into the District

Capacity Determination and Public Pronouncement

The Board of Directors will adopt a resolution containing the capacity standards the District will use in determining whether to accept or deny a school choice application from another district's resident student. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. In determining the capacity of the District to accept choice applications, the Board of Directors shall consider the probable, locally generated growth in student enrollment based on recent District enrollment history.

The District shall advertise in appropriate broadcast media and either print media or on the Internet 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 procedures for participation in the program. Such pronouncements shall be made in the spring, but in no case later than April 1.

Application Process

The student's parent shall submit a school choice application on a form approved by the ADE to both the student's resident district and to this district, which must be postmarked or hand delivered on or before the June 1 preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications as they are received in the District's central office. Applications postmarked or hand delivered on or after June 2 will not be accepted. Statutorily, preference is required to be given to siblings (as defined in this policy) of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

The approval of any application for a choice transfer into the District is potentially limited by the applicant's resident district's statutory limitation of losing no more than three percent (3%) of its past year's student enrollment due to choice. As such, any District approval of a choice application prior to August 1 is provisional pending a determination that the resident district's 3% cap has not been reached.

The Superintendent will consider all properly submitted applications for School Choice. By August 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating:

- A reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.
- Instructions for the renewal procedure for succeeding school years.

Students whose applications have been accepted and who have enrolled in the District, are eligible to continue their enrollment until completing his/her secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements and the renewal procedure for succeeding school years is followed. Any student who has been accepted under choice and who either fails to initially enroll under the timelines and provisions provided in this policy or who chooses to return to his/her resident district voids the transfer and must reapply if, in the future, the student seeks another school choice transfer. A subsequent transfer application will be subject to the capacity standards applicable to the year in which the application is considered by the District.

A present or future sibling, as defined in this policy, of a student who continues enrollment in this District may enroll in the District until the sibling of the transfer student completes his/her secondary education. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District.

Students whose applications have been accepted and who have enrolled in the district shall not be discriminated against on the basis of gender, national origin, race, ethnicity, religion, or disability.

Rejected Applications

The District may reject an application for a transfer into the District under school choice if its acceptance would exceed the capacity standards specified by the Board of Director's resolution. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other

extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.⁷

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. If the provisionally approved applicant subsequently does not enroll in the District, the provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the district.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. A student whose application was rejected may request a hearing before the State Board of Education to reconsider the application which must be done, in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Facilities Distress Choice Applications

There are a few exceptions from the provisions of the rest of this policy that govern choice transfers triggered by facilities distress. Any student attending a school district that has been identified as being in facilities distress may transfer under the provisions of this policy, but with the following four (4) differences.

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in distress;
- The student is not required to meet the June 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into or Within the District

For the purposes of this section of the policy, a "lack of capacity"⁹ is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the ADE Rules for the Standards of Accreditation, or other applicable rules. There is a lack of capacity if, as of the date of the application for Opportunity School Choice, ninety-five percent (95%) or more of the seats at the grade level at the nonresident school are filled.

Unless there is a lack of capacity at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student who is enrolled in or assigned to a school classified by the ADE to be in academic distress is eligible to transfer to the school closest to the student's legal residence that is not in academic distress. The student's parent or guardian, or the student if over the age of eighteen (18), must successfully complete the necessary application process by July 30 preceding the initial year of desired enrollment.

Within thirty (30) days from receipt of an application from a student seeking admission under this section of the policy, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or

8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).

suspend the former student's operator's license unless he/she meets certain requirements specified in the statute.

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.

Legal References: A.C.A. § 6-4-302	A.C.A. § 6-18-209
A.C.A. § 6-18-220	A.C.A. § 6-18-222
A.C.A. § 6-18-229	A.C.A. § 6-18-231
A.C.A. § 6-18-507(g)	A.C.A. § 7-4-116
A.C.A. § 9-28-113(f)	A.C.A. § 27-16-701

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Excessive absences may, however, be the basis for the denial of course credit, promotion, or graduation.

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with 7 unexcused absences in a course in a semester at the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

A student's parent, guardian, or persons in loco parentis shall be notified by School Messenger after a student's first unexcused absence.

When a student has 3 unexcused absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

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

At any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.⁶

Students who attend in-school suspension shall not be counted absent for those days.

Days missed due to out-of-school suspension or expulsion shall be unexcused absences.

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

4.8—MAKE-UP WORK

Students who miss school due to an absence will make up the work they missed during their absence under the following rules.

1. Students who miss school due to an absence shall be allowed to make-up the work they missed during their absence. It is the school districts desire that students take the responsibility of arranging for all make-up work with his/her teacher(s). Failure by the student to take this responsibility will result in the teacher(s) communicating the time frame for make-up work. Students will be allowed one day for each day absent to make-up work unless other arrangements are made with an individual teacher. Failure to meet this time-line will result in a deduction of point value of 5% per day up to three days at which time an academic referral will be made to the principal's office. The student will be assigned Academic Support during lunch until the assignments are complete. A 5% deduction will continue until make-up work is complete.
2. As required/permitted by the student's Individual Education Program or 504 Plan.

4.9—TARDIES

Promptness is an important character trait that District staff is to encourage to model and help develop in our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement.

4.10—CLOSED CAMPUS

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

The campus is off limits except for a reasonable length of time after the end of a school sanctioned or sponsored activity.

4.11—EQUAL EDUCATIONAL OPPORTUNITY

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

Inquiries concerning application of this policy may be referred to:

Equity Coordinator: Sandra Lanehart, Address: 206 Cleveland Street, Star City, AR 71667, Phone: 870.628.4237

4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional 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.

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school 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.

Legal References: A.C.A. § 6-5-201 et seq. A.C.A. § 6-21-201 et seq.
20 U.S.C. 4071 Equal Access Act
A.C.A. § 6-18-601 et seq.
Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990)

4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

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

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

The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

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

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

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

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

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

For purposes of this policy, the Star City 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, 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's file must be initiated with the building principal, with an appeal available to the Superintendent or his designee. The

challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen [18]) objects, directory information about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (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.

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

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

Legal References: A.C.A. § 9-29-113(b)(6) 20 U.S.C. § 1232g
20 U.S.C. § 7908 (NCLB Section 9528)
34 CFR 99.3, 99.7, 99.31, 99.21, 99.22,
99.30, 99.31, 99.32, 99.33, 99.34, 99.35,
99.36, 99.37, 99.63, 99.64

Cross References: Policy 5.20—District Web Site
Policy 5.20.1—Web Site Privacy Policy
Policy 5.20F1—Permission to Display Photo of
Student on Web Site

4.14—STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE

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.

1. 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 endorses such things as tobacco, alcohol, or drugs.
2. 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.
3. 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.
4. Prohibited publications include:
 - a. Those that are obscene as to minors;
 - b. 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;
 - c. Those that constitute an unwarranted invasion of privacy as defined by state law,
 - d. Publications that suggest or urge the commission of unlawful acts on the school premises;
 - e. Publications which suggest or urge the violation of lawful school regulations;
 - f. 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

1. Not contain any non-educational advertisements. Additionally, student web publications shall;
2. 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.
3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Non-School Publication

School authorities shall review non-school publications prior to their distribution and will bar from distribution those 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 disruption will likely result from the distribution.

Distribution of Literature

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

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of literature;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur; and
5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.

The Superintendent, along with the student publications advisors, shall develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and timelines for the review of materials.

Legal References: A.C.A. § 6-18-1202, 1203, & 1204
Tinker v. Des Moines ISD, 393 U.S. 503 (1969)
Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986)
Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

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

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

CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER

State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Department of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with

permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.

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

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

Legal References: A.C.A. § 6-18-513 A.C.A. § 9-13-104
A.C.A. § 12-18-609, 610, 613
A.C.A. § 12-18-1001, 1005

4.16—STUDENT VISITORS

Student visitors in the classroom can be disruptive to the educational process. Student visitation is strongly discouraged. Any visitation to the classroom shall be allowed only with the permission of the school principal.

4.17—STUDENT DISCIPLINE

The Star City 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.

The District's licensed personnel policy committee shall review the student discipline policies annually and may recommend changes in the policies to the Star City School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent or legal guardian shall sign and return to the school an acknowledgement form documenting that they have received the policies.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that 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. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

Legal References: A.C.A. § 6-18-502 A.C.A. § 6-17-113

4.18—PROHIBITED CONDUCT

Students and staff require a safe and orderly learning environment that is conducive to high student achievement. Certain student behaviors are unacceptable in such an environment and are hereby prohibited by the Board. Prohibited behaviors include, but shall not be limited to the following.

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession of any paging device, beeper, or similar electronic communication devices, cameras, MP 3 players, iPods, and other portable music devices on the school campus during normal school hours (unless stored in silent mode in the student's locker or vehicle) unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Inappropriate public displays of affection;
10. Cheating, copying, or claiming another person's work to be his/her own;
11. Gambling;
12. Inappropriate student dress;
13. Use of vulgar, profane, or obscene language or gestures;
14. Truancy;
15. Excessive tardiness;
16. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
17. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
18. Hazing, or aiding in the hazing of another student;

19. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
20. Sexual harassment; and
21. Bullying.

The Board directs each school in the District to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State and Federal laws, and judicial decisions.

Legal References: A.C.A. § 6-18-502 A.C.A. § 6-15-1005
A.C.A. § 6-21-609 A.C.A. § 6-18-506
A.C.A. § 6-18- 222 A.C.A. § 6-5-201
A.C.A. § 6-18-514

Cross-References: Prohibited Conduct #1—Policy # 3.17
Prohibited Conduct #2— Policy # 4.20
Prohibited Conduct #3— Policy # 4.21, 4.26
Prohibited Conduct #4— Policy # 4.22
Prohibited Conduct #5— Policy # 4.23
Prohibited Conduct #7—Policy 4.47
Prohibited Conduct #8— Policy # 4.24
Prohibited Conduct #12— Policy # 4.25
Prohibited Conduct #13— Policy # 4.21
Prohibited Conduct #14— Policy # 4.7
Prohibited Conduct #15— Policy # 4.9
Prohibited Conduct #16— Policy # 4.43
Prohibited Conduct #18— Policy # 4.12
Prohibited Conduct #19— Policy # 4.26
Prohibited Conduct #20—Policy # 4.27
Prohibited Conduct #21— Policy # 4.43

4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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 preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

In Arkansas there is no requirement that the district provide bus transportation for any of its students. The Superintendent or his/her designee(s) shall annually establish the routes and may modify them as needed.

Legal References: A.C.A § 6-19-119 (b)

4.20—DISRUPTION OF SCHOOL

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 office 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.

Legal Reference: A.C.A. 6-18-511

4.21—STUDENT ASSAULT OR BATTERY

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 place 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; c) arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation. Students guilty of such an offense may be subject to legal proceedings in addition to student disciplinary measures.

Legal Reference: A.C.A. 6-17-106 (a)

4.22—WEAPONS AND DANGEROUS INSTRUMENTS

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 accepted.

A weapon is defined as any firearm, knife, 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. For the purposes of this policy, "firearm" means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

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 superintendent 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 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.

Cross Reference: Policy 4.31—EXPULSION

Legal References: A.C.A. § 6-18-502 (c) (2)(A)(B) A.C.A. § 6-18-507 (e) (1)(2)

4.23—TOBACCO AND TOBACCO PRODUCTS

Smoking or use of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by a District school, including school buses owned or leased by the District, is prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures.

With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pips, or under any other name or descriptor.

Legal Reference: A.C.A. § 6-21-609

4.24—DRUGS AND ALCOHOL

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the harmful effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools.

Therefore, no student in the Star City School District shall possess, attempt to possess, consume, use, distribute, sell attempt to sell, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy. This policy applies to any student who; is on or about school property; is in attendance at school or any school sponsored activity; has left the school campus for any reason and returns to the campus; is en route to or from school or any school sponsored activity.

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. Selling, distributing, or attempting to sell or distribute, or using over-the-counter or prescription drugs is prohibited.

4.25—STUDENT DRESS AND GROOMING

The Star City 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, and 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.

The Superintendent shall establish student dress codes for the District's schools, to be included in the student handbook, and are consistent with the above criteria.

Legal References: A.C.A. § 6-18-502(c)(1) A.C.A. § 6-18-503(c)

4.26—GANGS AND GANG ACTIVITY

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:

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. 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.

Legal References: A.C.A. § 6-15-1005(b) (2) A.C.A. § 5-74-201

4.27—STUDENT SEXUAL HARASSMENT

The Star City 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:

1. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual's education;
2. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
3. 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 or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual; 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.

Legal References: Title IX of the Education Amendments of 1972, 20 USC 1681, et seq.

educate students on appropriate online behavior and Internet use³ including, but not limited to:

- interacting with other individuals on social networking websites and in chat rooms;
- Cyberbullying awareness; and
- Cyberbullying response.

4.28—LASER POINTERS

Students shall not possess any hand-held laser pointer 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 any school-sponsored activity, and off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it.

Legal References: A.C.A. 6-18-512 A.C.A. 5-60-122

4.29— INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY Definition

For the purposes of this policy, "electronic device" means anything that can be used to transmit or capture images, sound, or data.

The District makes electronic device(s) and/or electronic device Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district electronic devices is for educational and/or instructional purposes only. Student use of electronic device(s) 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 electronic device use, including email, and that monitoring of student electronic device use is continuous.

No student will be granted Internet access until and unless an Internet and electronic device 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 Internet and electronic device use agreement is incorporated by reference into board policy and is considered part of the student handbook.

Technology Protection Measures

The District is dedicated to protecting students from materials on the Internet or world wide web that are inappropriate, obscene, or otherwise harmful to minors¹; therefore, it is the policy of the District to protect each electronic device with Internet filtering software² that is designed to prevent students from accessing such materials. For purposes of this policy, "harmful to minors" means any picture, image, graphic image file, or other visual depiction that:

(A) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;

(B) depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and

(C) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.

Internet Use and Safety

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner. The District uses technology protection measures to aid in student safety and shall also

Misuse of Internet

The opportunity to use the District's technology to access the Internet is a privilege and not a right. Students who misuse electronic devices or Internet access in any way will face disciplinary action, as specified in the student handbook⁴ and/or Internet safety and electronic device use agreement. Misuse of the Internet includes:

- The disabling or bypassing of security procedures, compromising, attempting to compromise, or defeating the district's technology network security or Internet filtering software;
- The altering of data without authorization;
- Disclosing, using, or disseminating passwords, whether the passwords are the student's own or those of another student/faculty/community member, to other students;
- Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personally identifying information includes full names, addresses, and phone numbers.
- Using electronic devices for any illegal activity, including electronic device hacking and copyright or intellectual property law violations;
- Using electronic devices to access or create sexually explicit or pornographic text or graphics;
- Using electronic devices to violate any other policy or is contrary to the Internet safety and electronic device use agreement.

Legal References: Children's Internet Protection Act; PL 106-554
 FCC Final Rules 11-125 August 11,2011
 20 USC 6777
 47 USC 254(h)(l)
 47 CFR 54.520
 47 CFR 520(c)(4)
 A.C.A. § 6-21-107
 A.C.A. § 6-21-111

4.30—SUSPENSION FROM SCHOOL

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. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school.

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. A

student may be suspended for behavior including, but not limited to that which:

1. Is in violation of school policies, rules, or regulations;
2. Substantially interferes with the safe and orderly educational environment;
3. School administrators believe will result in the substantial interference with the safe and orderly educational environment; and/or
4. Is insubordinate, incorrigible, violent, or involves moral turpitude.

The school principal or designee shall proceed as follows in deciding whether or not to suspend a student.

1. The student shall be given written notice or advised orally of the charges against him/her;
2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts;
3. If the principal finds the student guilty of the misconduct, he/she may be suspended.

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), or to the student if age 18 or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), or to the student if age 18 or older or mailed to the last address reflected in the records of the school district.

Generally, notice and hearing should precede the student's removal from school, but if prior notice and hearing are not feasible, as where the student's presence endangers persons or property or threatens disruption of the academic process, thus justifying immediate removal from school, the necessary notice and hearing should follow as soon as practicable.

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:

- 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.

Out-of-school suspensions shall be treated as unexcused absences and during the period of suspension students shall not be permitted on campus except to attend a student/parent/administrator conference.

In-school suspension shall be treated as if the student was present at school. The student shall not attend any school-sponsored activities during the imposed suspension nor shall the student participate in any school-sponsored activities.

Suspensions initiated by the principal or his/her designee may be appealed to the Superintendent, but not to the Board.

Suspensions initiated by the Superintendent may be appealed to the Board.

Legal References: A.C.A. § 6-18-507

4.31—EXPULSION

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 President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may 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.

After hearing all testimony and debate on a suspension, expulsion, or appeal, the board of directors may consider its decision in executive session without the presence of anyone other than the board members. At the conclusion of an executive session, the board of directors shall reconvene in public session to vote on the suspension, expulsion, or appeal.

During the hearing, the Superintendent, or designee, or representative will present evidence, including the calling of witnesses that 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 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.² 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.

Cross Reference: Policy 4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Legal Reference: A.C.A. § 6-18-507

4.32—SEARCH, SEIZURE, AND INTERROGATIONS

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.

Legal References: A.C.A. § 6-18-513
A.C.A. § 9-13-104
A.C.A. § 12-18-609, 610, 613
A.C.A. § 12-18-1001, 1005

4.33—STUDENTS VEHICLES

A student, who has presented a valid driver's license to the appropriate office personnel and has paid the registration fee, may drive his/her vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking.

Students are not permitted to loiter in parking areas and are not to return to their vehicles for any reason unless given permission to do so by school personnel.

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. Any student parking a vehicle on campus is granting permission for school or law enforcement authorities to search that vehicle.

4.34—COMMUNICABLE DISEASES AND PARASITES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: chicken pox, measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

To help control the possible spread of communicable diseases, school personnel shall follow the District's exposure control plan when dealing with any blood borne, foodborne, and airborne pathogens exposures. Standard precautions shall be followed relating to the handling, disposal, and cleanup of blood and other potentially infectious materials such as all body fluids, secretions and excretions (except sweat).

The District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

A student enrolled in the District who has an immunization exemption may be removed from school at the discretion of the Arkansas Department of Health during an outbreak of the disease for which the student is not vaccinated. The student may not return to the school until the outbreak has been resolved and the student's return to school is approved by the Arkansas Department of Health.

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

Each school may conduct screenings of students for human host parasites that are transmittable in a school environment as needed. The screenings shall be conducted in a manner that respects the privacy and confidentiality of each student.

Cross References: 4.2—ENTRANCE REQUIREMENTS
4.13—PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

Legal References: A.C.A. § 6-18-702
Arkansas State Board of Health Rules and Regulations Pertaining To Immunization Requirements

4.34A—HEAD LICE

The following policy is used by the Star City School District to help contain and prevent lice infestation.

1. Screening of students by trained personnel will be left to the discretion of school officials. School personnel should be sensitive to the psychological impact on both the child and parent.
2. Identified students will be removed from the classroom and attempts to contact parents will be made. STUDENTS WILL NOT BE ALLOWED TO RETURN TO SCHOOL UNTIL ITEM #4 HAS BEEN MET.
3. Parent/guardian will be provided with information on treatment. It is the parent/guardian's responsibility to ensure the child is treated before returning to school.
4. A RESPONSIBLE ADULT MUST ACCOMPANY THE STUDENT TO SCHOOL AND REMAIN UNTIL THE STUDENT IS RE-EXAMINED. SCHOOL PERSONNEL WILL RE-EXAMINE THE STUDENT. THERE MUST BE NO SIGNS OF LICE INFESTION (NO NITS/EGGS) BEFORE THE RE-ENTRY IS APPROVED.
5. In case of body lice (scabies) a doctor's clearance will be required before re-entry.

4.35—STUDENT MEDICATIONS

Prior to the administration of any medication to any student under the age of eighteen (18), written parental consent is required. 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. All signed medication consent forms are to be maintained by the school nurse.

Unless authorized to self-administer, students are not allowed to carry any medications, including over-the-counter medications or any perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication(s). If the medications are brought by a student, the school nurse shall ask another school employee to verify, in the presence of the student the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

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. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

Students with an individualized health plan (IHP) may be given over-the-counter medications to the extent giving such medications are included in the student's IHP.

For the student's safety, no student will be allowed to attend school if the student is currently taking any other Schedule II medication than permitted by this policy. Students who are taking Schedule II medications which are not allowed to be brought to school shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

Students taking Schedule II medications methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation. A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.

The district's supervising registered nurse shall be responsible for creating both on campus and off campus procedures for administering medications.

Students who have written permission from their parent or guardian and a licensed health care practitioner to self-administer either a rescue 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 rescue 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 qualifies under this policy to self-carry a rescue 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.

Students may be administered Glucagon in emergency situations by the school nurse or, in the absence of the school nurse, a trained volunteer school employee designated as a care provider, provided the student has:

1. an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of Glucagon in emergency situations; and
2. a current, valid consent form on file from their parent or guardian.

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP developed under Section 504 of the Rehabilitation Act of 1973 which provides for the administration of an epinephrine auto-injector in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee certified to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

Students with an order from and a licensed health care provider to self-administer auto-injectable epinephrine and who have written permission from their parent or guardian shall provide the school nurse an epinephrine auto-injector. This epinephrine will be used in the event the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes the student is having a life-threatening anaphylactic reaction and the student is either not self-carrying his/her /epinephrine auto-injector or the nurse is unable to locate it.

The school nurse for each District school shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other school employee designated by the school nurse as a care provider who has been trained¹ and certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

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 disposed of by the school nurse in accordance with current law and regulations.

Legal References: Ark. State Board of Nursing: School Nurse Roles and Responsibilities
Arkansas Department of Education and Arkansas State Board of Nursing Rules Governing the Administration of Glucagon to Arkansas Public School Students Suffering from Type I Diabetes

A.C.A. § 6-18-707
A.C.A. § 6-18-1005(a)(6)
A.C.A. § 17-87-103 (11)

4.36—STUDENT ILLNESS/ACCIDENT

If a student has one or more of the following, attempts to notify the parent/guardian will be made. **The student must be picked up from school.**

- *Becomes too ill to remain in class
- *Could be contagious to others
- *Temperature of 100 degrees or greater

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 the transportation or 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.**

If a student becomes ill at school, he/she should ask the classroom teacher for a pass to report to the health clinic and/or office.

4.37—EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year with at least one each in the months of September, January, and February. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of an earthquake or terrorist attack that might include the use of biological or chemical agents. Students shall be included in the drills to the extent practicable.

Legal References: A.C.A. § 12-13-109
A.C.A. § 6-10-110
A.C.A. § 6-10-121
A.C.A. § 6-15-1302
A.C.A. § 6-15-1303
Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

4.38—PERMANENT RECORDS

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

4.40—HOMELESS STUDENTS

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

Notwithstanding Policy 4.1, 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 4.1 or 4.2, the child shall be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. It is the responsibility of the District's local educational liaison for homeless children and youth to carry out the dispute resolution process.

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

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

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

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

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

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

- (a) are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the

lack of alternative adequate accommodations; are living in emergency or transitional shelters; are abandoned in hospitals; or are awaiting foster care placement;

- (b) have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
- (c) are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and includes
- (d) are migratory children who are living in circumstances described in clauses (a) through (c).

Legal References: 42 U.S.C. 11431 42 U.S.C. 11431
42 U.S.C. 11432(g)(1)(H)(I)
42 U.S.C. 11432(g)(1)(J)(I)
42 U.S.C. 11432(g)(1)(J)(i),(ii),(iii)(I),(iii)(II)
42 U.S.C. 11432 (g)(3)(A),(A)(i),
(A)(i)(I),(A)(i)(II),(A)(ii)
42 U.S.C. 11432 (g)(3)(B)(i),(ii),(iii)
42 U.S.C. 11432 (g)(3)(C)(i),(ii),(iii)
42 U.S.C. 11432 (g)(3)(E)(i),(ii),(iii)
42 U.S.C. 11432 (g)(3)(G)
42 U.S.C. 11432 (g)(4)(A)(B),(C),(D)(E)
42 U.S.C. 11434a

4.41—PHYSICAL EXAMINATIONS OR SCREENINGS

The Star City 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 their 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:

1. required as a condition of attendance;
2. administered by the school and scheduled by the school in advance; and
3. 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 a form provided by the school nurse 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.

The date for hearing, vision, heights and weights (BMI), will begin approximately the 2nd week of school for designated students. Scoliosis will begin approximately the 1st week of October for designated students.

Legal References: A.C.A 6-18-701 (b), (c), (f)
20 USC 1232h{NCLB Act of 2001, Part F,
Section 1061(c) (1)(D).
(2)(A)(i)(ii)(B)(C)(iii)(I)(II)(III),(4)(B)(II),
(5)(B),(6)(B)(C)}

4.42—STUDENT HANDBOOK

It shall be the policy of the Star City 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.

Principals shall review all changes to student policies and ensure that such changes are provided to students and parents, either in the Handbook or, if changes are made after the handbook is printed, as an addendum to the handbook.

Principals and counselors shall also review Policies 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current ADE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

4.43—BULLYING

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.

Cyberbullying of School Employees is expressly prohibited and includes, but is not limited to:

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee; making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- e. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- f. Signing up a school employee for a pornographic Internet site; or

- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

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

1. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
2. Pointed questions intended to embarrass or humiliate,
3. Mocking, taunting or belittling,
4. Non-verbal threats and/or intimidation such as "fronting" or "chesting" a person,
5. Demeaning humor relating to a student's race, gender, ethnicity or actual or perceived attributes,
6. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
7. Blocking access to school property or facilities,
8. Deliberate physical contact or injury to person or property,
9. Stealing or hiding books or belongings,
10. Threats of harm to student(s), possessions, or others,
11. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
12. Teasing or name-calling based on the belief or perception that an individual is not conforming to expected gender roles (Example: "Slut") or conduct or is homosexual, regardless of whether the student self-identifies as homosexual (Examples: "You are so gay." "Fag" "Queer").

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.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.

Copies of this policy shall be available upon request.

Legal Reference: A.C.A. § 6-18-514

A.C.A. § 5-71-217

4.44—FULL DAY OF SCHOOL FOR SENIORS

Students will not be allowed to check out for work release. All students in grades 9-12 are required to be enrolled in no fewer than 360 minutes of planned instructional time each day as requirement for graduation.

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2015, 2016, AND 2017 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students' permanent records. This policy is to be included in student handbooks for grades 6-12 and both students and parents must sign an acknowledgement they have received the policy. 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. 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.

Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means.

* Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;

* Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter;

* Discussions held by the school's counselors with students and their parents; and/or

* Distribution of a newsletter(s) to parents or guardians of the district's students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires will require the following:

Beginning with the Class of 2016, credits for graduation will increase from 22 to 23 by requiring two digital courses, one-half credit of Career Ready 101 and one-half credit of ACT Prep.

Beginning with the Class of 2017 graduation credit requirements will increase to 26 credits including a fourth science credit and two additional elective credits; the District will award local science credit for 2nd, 3rd, and 4th year Project Lead the Way Biomedical and Engineering Courses. Elective credit may be earned through existing course offerings and/or Virtual Arkansas digital courses.

Digital Learning Courses

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

Beginning with the Class of 2016, one(1) digital course will be required for both SMART CORE AND CORE which shall be one-half (1/2) credit of Career ready 101 and one-half (1/2) credit of ACT Prep.

SMART CORE: Sixteen (16) units

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

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

Mathematics: four (4) units (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

* Beyond Algebra II: this can include Pre-Calculus, Calculus, AP Statistics, Algebra III, Advanced Topic and Modeling in Mathematics, Mathematical Applications and Algorithms, Linear Systems and Statistics, or any of several IB or Advanced Placement math courses

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

Natural Science: a total of three (3) units with lab experience chosen from

One unit of Biology; and

Two units chosen from the following three categories (there are acceptable options listed by the ADE for each)

* Physical Science

* Chemistry

* Physics or Principles of Technology I & II or PIC Physics.

Beginning 2017, four (4) credits will be required. The District will award local science credit for 2nd, 3rd, and 4th year Project Lead the Way Biomedical and Engineering Courses or any other Arkansas Department of Education Approved science offering.

Social Studies: three (3) units

* Civics one-half (½) unit

* World History - one unit

* American History - one unit

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

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

Economics – one half (½) unit – dependent upon the licensure 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.

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

CAREER FOCUS: - Six (6) units for 2015 and 2016. Eight (8) units for 2017 and thereafter.

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.

Beginning 2017, eight (8) credits of career focus electives will be required. Elective credit may be earned through existing course offerings and/or Virtual Arkansas digital courses.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units

* 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

* at least one (1) unit of biology or its equivalent

* one (1) unit of a physical science

Beginning 2017, four (4) credits will be required. The District will award local science credit for 2nd, 3rd, and 4th year Project Lead the Way

Biomedical and Engineering Courses or any other available Arkansas Department of Education offerings.

Social Studies: three (3) units

* Civics one-half (1/2) unit

* World history, one (1) unit

* American History, one (1) unit

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

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

Economics – one half (½) unit – dependent upon the licensure 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.

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

CAREER FOCUS: - Six (6) units for 2015 and 2016. Beginning 2017 and thereafter eight (8) elective credits will be required.

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.

Beginning 2017, eight (8) credits of career focus electives will be required. Elective credit may be earned through existing course offerings and/or Virtual Arkansas digital courses.

Cross References:

4.55—STUDENT PROMOTION AND RETENTION

Legal References: Standards of Accreditation 9.03 – 9.03.1.9, 14.02

ADE Guidelines for the Development of Smart Core Curriculum Policy

4.46—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.

Legal Reference: A.C.A. § 6-16-108

4.47— POSSESSION AND USE OF CELL PHONES AND OTHER

ELECTRONIC DEVICES

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

To protect the security of state originated tests that are administered as part of the Arkansas Comprehensive, Testing, Assessment and Accountability Program (ACTAAP), no electronic device as defined in this policy shall be accessible by a student at any time during test administration unless specifically permitted by a student's IEP or

individual health plan. This means that when a student is taking an ACTAAP assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions.

As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

Misuse of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to take photographs in locker rooms or bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Use of an electronic device is permitted to the extent it is approved in a student's individualized education program (IEP) or it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Before and after normal school hours, possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices may have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated.

Students who use a school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

Legal References: A.C.A. § A.C.A. § 6-18-515

ADE Test Administration Manual

4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

The Board of Directors 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, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school

property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

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 and other technologies authorized in this policy.

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. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than ___ after they were created.

Videos, automatic identification, or data compilations 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 (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

Legal References: 20 USC 1232(g) 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31

4.49—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.

Legal References: 34 C.F.R. 300 et seq.

42 U.S.C. §12101 et seq. American with Disabilities Act
29 U.S.C. § 794 Rehabilitation Act of 1973, Section 504,
20 U.S.C. §1400 et seq. Individuals with Disabilities Education Act,
P.L. 108-446 The 2004 Reauthorization of the Individuals with Disabilities Act
A.C.A. § 6-41-201 et seq.

detention facility or while committed to the Division of Youth Services of DHS, the District shall issue the child a diploma.

Cross References: Policy 4.1—RESIDENCE REQUIREMENTS
4.2—ENTRANCE REQUIREMENTS
4.7—ABSENCES

Legal Reference: A.C.A. § 9-28-113

4.50—SCHOOL LUNCH SUBSTITUTIONS

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

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

Legal References: Commissioner's Memo FIN-09-044
7 CFR 210.10(g)

4.52—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

4.53—PLACEMENT OF MULTIPLE BIRTH SIBLINGS

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

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

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

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

Legal Reference: A.C.A. § 6-18-106

4.55—STUDENT PROMOTION AND RETENTION

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. 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. If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference between the building principal, the student's teacher(s), counselor, a 504/special education representative (if applicable), and the student's parents 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 or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Regardless of the student having earned passing grades, a student who falls under one of the following categories shall be considered for retention or shall not receive credit for the course associated with the assessment. The student:

- does not take the State mandated assessment for the student's grade level or course within the time frame specified by the State;
- takes the State mandated assessment but does not put forth a good faith effort on the assessment as determined by the assessment administrator/proctor.

The Superintendent or designee may waive this provision when the student's failure was due to exceptional or extraordinary circumstances.

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

All students must successfully pass all end-of-course (EOC) assessments they are required to take unless exempted by the student's individualized education program (IEP). To receive academic credit on his/her transcript in a course requiring a student to take a 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 Individualized Academic Improvement Plan (IAIP) which shall focus on the areas in which the student failed to meet the necessary passing score. Additionally, the lack of credit could jeopardize the student's grade promotion or classification.

To the extent required by the State Board of Education, students in grade eleven (11) and below who do not meet the required score on a college and career readiness measurement shall participate in the remediation activities prescribed in his/her IAIP which may include additional opportunities to retake the measurement.

Such remediation shall not require the student to pass a subsequent college and career readiness measurement in order to graduate from high school.

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

In addition to the possibility of retention or withholding of course credit, students who either refuse to sit for a State assessment or attempt to boycott a State assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following State mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Cross References: 3.30—PARENT-TEACHER COMMUNICATION

4.56—EXTRACURRICULAR
ACTIVITIES - SECONDARY SCHOOLS
4.56.1—EXTRACURRICULAR
ACTIVITIES - ELEMENTARY

Legal References: A.C.A. 6-15-433
A.C.A. § 6-15-2001
A.C.A. § 6-15-2005
A.C.A. § 6-15-2009
ADE Rules Governing the Arkansas Comprehensive Testing, Assessment, and Accountability Program and the Academic Distress Program
ADE Rules Governing Public School End-Of-Course Assessments and Remediation
Murphy v. State of Ark., 852 F.2d 1039 (8th Cir. 1988)

4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions:

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Arkansas Department of Education (ADE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by ADE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter /intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

“Field Trips” are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

“Supplemental Improvement Program (SIP)” is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association (AAA) Handbook.

Extracurricular Eligibility

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 not exceed 18 per semester per extracurricular activity (tournaments excepted). Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a State assessment or attempts to boycott a State assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Policies may differ from regular classroom policies. These policies will be made known to those students participating in these activities. Some activities may have prerequisites. Students who wish to participate should check these policies in advance.

In an effort to provide a system that ensures learning, the following procedures are part of policy regarding instructional time and potential loss of instructional time by students involved in extra-curricular activities, field trips, or other school related activities causing students to miss instructional time.

Additional Eligibility Requirements for Star City High School Students:

A student "F" list will be generated and provided to staff every Monday morning.

A student who has an "F" will be allowed 15 school days from the generation of the "F" list to improve to a passing grade. If at the end of the 15 day period, he/she still has a failing grade he/she will be prohibited from missing that specific class for extra-curricular activities, field trips, or other school related reasons.

The restrictions on class absences begin and end when reports are generated each Monday. Students who improve to a passing grade will be released for participation.

The same process will be repeated if a student experiences failure again.

A student whose absences exceed 6 (excused and/or unexcused) during a semester cannot miss that specific class for extra-curricular activities, field trips, or other school related reasons.

Additional Eligibility Requirements for Star City Middle School Students:

A student whose absences exceed 6 (excused and/or unexcused) during a semester cannot miss that specific class for extra-curricular activities, field trips, or other school related reasons.

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

ACADEMIC REQUIREMENTS: 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 ADE's Standards for 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 ADE's Standards for 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 high school 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.

ACADEMIC REQUIREMENTS: Senior High

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 (GPA) 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 an SIP to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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).

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations of AAA governing interscholastic activities. AAA

provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

Intrascholastic Activities

AAA Governed Activities

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

Non-AAA Governed Activities

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intrascholastic extracurricular activities. Intrascholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06
Arkansas Activities Association Handbook

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Definitions

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

“Field Trips” are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

Extracurricular Eligibility

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 not exceed 18 per semester per extracurricular activity (tournaments or other similar events excepted with approval of the principal. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school’s administration, the student’s participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.³

Any student who refuses to sit for a State assessment or attempts to boycott a State assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following state mandated assessment, as applicable, or completes the required remediation for the assessment the student failed to put forth a good faith effort on. The superintendent or designee may waive this paragraph’s provisions when the student’s failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION
4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Legal Reference: State Board of Education Standards for Accreditation 10.05 and 10.06

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to regulations of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone² as permitted by this policy. Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activities without discrimination.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course³ in the District's school where the student is intending to participate in an interscholastic activity.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11th) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A student who withdraws from an Arkansas Activities Association member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

Legal References: A.C.A. § 6-15-509 Arkansas Activities Association Handbook

5.15—GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding.

The school shall also send timely progress reports and issue grades for each 4 ½ weeks to keep parents/guardians informed of their student's progress. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

Kindergarten:

- O – Outstanding Progress
- S – Satisfactory Progress
- N – Needs to Improve
- U – Unsatisfactory Progress

Students in Grades 1-12 Grading System:

Nine weeks and semester grades will be calculated by using percentages and any percentage .50 or higher will be rounded to the next whole number.

The grading scale for all grades 1–12 shall be as follows:

- A Superior = 100–90
- B Above Average = 89–80
- C Average = 79–70
- D Below Average (But Passing) = 69–60
- F Failing = 59 and below

"I" means incomplete work and is used when a student has an excused absence. An "I" will become an "F" if the work is not made up in an appropriate time. A student has one day to make up work for every day missed.

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

The grade point values for AP 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.

Legal References: A.C.A. § 6-15-902 State Board of Education: Standards of Accreditation VII (D) Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools

5.19—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

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 not exceed 18 per semester per extracurricular activity (tournaments excepted). 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.

Definitions:

Extracurricular activities are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.

Academic Courses are those courses for which class time is scheduled which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State certification in the course, and has a course content guide which has been approved by the

Arkansas Department of Education. Any of these courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

Supplemental Improvement Program is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association Handbook.

ACADEMIC REQUIREMENTS: Junior High

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh 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

Legal Reference State Board of Education Standards for Accreditation 10.05 and 10.06

Arkansas Activities Association Handbook

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.

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.

ACADEMIC REQUIREMENTS: Senior High

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 to maintain their competitive interscholastic extracurricular eligibility.

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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).

ARKANSAS ACTIVITIES ASSOCIATION

4.13F—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 Star City 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)