

HECTOR HIGH SCHOOL



STUDENT HANDBOOK 2022-2023

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INTRODUCTION

DISTRICT MISSION STATEMENT

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

DISTRICT VISION STATEMENT

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

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

HIGH SCHOOL VALUE STATEMENTS

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

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

SECTION 504 POLICY

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

Under Section 504, due process rights of qualified students with disabilities and their parents are guaranteed in the Hector School District. Sara Turney is the District Coordinator of Section 504 for the Hector Schools. She may be contacted at 284-3536, Monday through Friday.

STUDENT HANDBOOK

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

LETTER FROM THE SUPERINTENDENT

Dear Students,

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

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

Best Regards,

Dr. Mark Taylor
Hector Superintendent

LETTER FROM THE HIGH SCHOOL PRINCIPAL

Dear Students,

Welcome to what will be a fantastic year at Hector High School. As your principal, it is my responsibility to provide you with the resources, opportunities, and environment necessary for you to be successful. It is my philosophy that Hector High School should provide you with the skills to pursue your dreams after graduation, whether that be college, career, or something else entirely. With this in mind, Hector High School will provide talented, dedicated, and knowledgeable teachers who will motivate you to always do your best. We will also provide a safe, supportive environment that will allow you to develop the necessary skills and abilities needed to be productive members of the workforce and/or pursue further education.

It is my belief that all students can learn. As the instructional leader of the school, I will be working with teachers and staff to ensure that ALL students are learning, and gaining the knowledge and skills to become valuable, contributing members to society.

I am humbled and honored to be your principal. It is my goal to make sure that everyone is having a positive and safe experience at Hector High School. Please contact me if you ever have any questions, concerns, or simply want to be involved with your child’s educational experience.

Have a great year,

Mr. Ryan Riley
Hector High School Principal

ACADEMICS

ACADEMIC DEFICIENCIES

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

ACSIP PLAN

ACSIP plans are available on the district website for review. Any parent may request a paper copy of the school or district ACSIP plan by notifying the appropriate office. If you have any questions or comments regarding the ACSIP plan please contact Brenda Pearce, Federal Programs Coordinator, 284-3537.

ADDING- DROPPING CLASSES

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

ADMISSION OF HOME SCHOOL STUDENTS

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

ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and HONORS COURSES

Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses; honors or concurrent credit college courses;¹ or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) shall be graded according to the following schedule-:

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69 – 60
F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 5 points
B = 4 points
C = 3 points
D = 2 point
F = 0 points

For a student to be eligible to receive weighted credit for an AP, or IB course:

- The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
- The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.²

“Honors Courses” are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation.

Students who transfer into the district will be given weighted credit for the AP courses; IB courses; honors or concurrent credit college courses;¹ and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

FALTERNATIVE EDUCATION

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

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

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

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

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

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

CONCURRENT CREDIT CLASSES

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

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

A student who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The District's student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

CONFERENCES (PARENT)

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

CREDIT RECOVERY/CORRESPONDENCE COURSES

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

EARLY GRADUATION

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

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 under Policy 4.5.

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, will become five (5) years old during the year in which he/she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District. Any student who was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country, becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will become five (5) years of age during the year in which he or she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon a 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. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

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, legal guardian, person having lawful control of the student, or person standing in loco parentis 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 Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis 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, legal guardian, person having lawful control of the student, or person standing in loco parentis;
 - f. United States military identification; or
 - g. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis 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. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

“Activated reserve components” means members of the reserve component of the uniformed services who have received a notice of intent to deploy or mobilize under Title 10 of the United States Code, Title 32 of the United States Code, or state mobilization to active duty.

“Active duty”⁴ means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active duty orders under 10 U.S.C. §§ 1209, 1210, and 1211.

“Deployment” means a period of time extending from six (6) months before a member of the uniformed services' departure from their home station on military orders through six (6) months after return to his or her home station.

"Dual status military technician" means a federal civilian employee who is:

- a. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
- b. Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
- c. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

“Eligible child” means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components 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.;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional member of the National Guard or federal reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which he or she attends monthly and annual training periods.

“Transition” means the:

- Formal and physical process of transitioning from public school to public school; or
- Period of time in which a student moves from a sending district to a receiving district.

“Uniformed services” means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

“Veteran” means an individual who served in the uniformed services and who was discharged or released from the uniformed services under conditions other than dishonorable.

The superintendent shall designate an individual as the District’s military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall have specialized knowledge regarding the educational needs of children of military families and the obstacles that children of military families face in obtaining an education.

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 the 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.

Following the receipt of advanced notice of the enrollment of an eligible student from a military family, the District shall treat the notice as a provisional enrollment and provide the student with materials regarding:

- a. Academic courses;
- b. Electives;
- c. Sports; and
- d. Other relevant information regarding the public school.

In the event that official copies of an eligible child's education records are not available at the time the eligible child is transferring, then the District shall:

- Pre-register and place an eligible child based on the eligible child's unofficial education records pending receipt of the eligible child's official records; and
- Request the eligible child's official education records from the sending district.

To facilitate a smooth transition between the student's previous coursework and the curriculum best suited to ensure educational success in the student's new school, the District may enroll an inbound transitioning eligible student in digital coursework, if available, at the request of the military family.

ENGLISH LANGUAGE LEARNERS

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

GIFTED AND TALENTED LEARNERS

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

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

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

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

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

STUDENT ACCELERATION

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. It can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content based acceleration occurs within the normal K-12 time span. Either form of acceleration can be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school¹ Gifted and Talented Program Coordinator. The district/school Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision which shall include the student's parents or guardians.

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented Program Coordinator will create a written format to govern the referral and determination process which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing, to the District's GT Coordinator¹. The District's GT Coordinator¹ and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

GRADING POLICY/GRADE POINT SCALE

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, 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 nine (9) week grading period¹ 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.

The grades of a child in foster care shall not be lowered due to an absence from school due to:

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

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

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

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

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

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

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

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

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

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

CONCURRENT CREDIT

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, prior to enrolling for the course, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

As permitted by the ADESE Rules Governing Concurrent College and High School Credit, a student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The student;
- The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);
- The District; and

- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities and/or graduation.

Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended, accredited, public school.

A student eligible to receive free or reduced price meals shall not be responsible for any of the costs for the student's first six (6) concurrent credit hours so long as the concurrent credit courses are taught on the District grounds and by a teacher employed by the District.² Any and all costs of concurrent credit courses beyond the six (6) hours permitted, that are not taught on the District's campus, or are not taught by a teacher employed by the District are the responsibility of the student. Students who are not eligible to receive free or reduced price meals are responsible for any and all costs associated with concurrent credit courses.

GRADING POLICY/MAKE-UP AND LATE WORK

If a student misses school for any reason, other than out of school suspension or expulsion, they will be able to make up the work and will have the same amount of days to make up the work as the amount of days missed. Assignments given out or tests announced before an absence takes place will be due or taken upon return. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up. Teachers are responsible for providing the missed assignments when asked by a returning student or as required or permitted by the student's Individual Education Program or 504 plan. Students are required to ask for their assignments on their first day back at school or their first class day after their return. Students are responsible for turning in their make-up work without the teacher having to ask for it. Parents may request make-up work for students who may be absent for several days. Please give the teachers at least 24 hours to collect homework assignments when they are requested.

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

MAKE-UP WORK

Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules:

1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
2. Teachers are responsible for providing the missed assignments when asked by a returning student.
3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
4. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
5. Students shall have one class day to make up their work for each class day they are absent.
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

Work may not be made up for credit for unexcused absences **unless** the unexcused absences are part of a signed agreement as permitted by policy 4.7—ABSENCES.

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District’s programs, measures, or alternative means and methods to continue student engagement and access to education during the student’s period of suspension or expulsion, including offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—
IMMUNIZATIONS.

IMMUNIZATIONS

Definitions

“In process” means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

“Serologic testing” refers to a medical procedure used to determine an individual’s immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against¹:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

- A. Licensed physician;
- B. Health department;
- C. Military service;
- D. Official record from another educational institution in Arkansas; or
- E. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

In order to continue attending classes in the District, the student must have submitted:

- 1) Proof of immunization showing the student to be fully age appropriately vaccinated;
- 2) Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student's next immunization;
- 3) A copy of a letter from ADH indicating immunity based on serologic testing; and/or
- 4) A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student's admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion From School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;
- The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
- The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and
- The percentage of a population that must receive an immunization for herd immunity to exist.

HOME SCHOOLING

Enrollment in Home School

Parents or legal guardians desiring to provide a home school for their children shall give written notice to the Superintendent of their intent to home school. The notice shall be given:

1. At the beginning of each school year, but no later than August 15;
1. Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

Written notice of the parent or legal guardian's intent to home school shall be delivered to the Superintendent through any of the following methods:

- Electronically, including without limitation by:
 - Use of the Division of Elementary and Secondary Education's (DESE) online system;
 - Email; or
 - Facsimile;
- By mail; or
- In person.

The notice shall include:

- a. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
- b. The mailing address and telephone number of the home school;
- c. The name of the parent or legal guardian providing the home school;
- d. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
- e. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year;
- f. A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to home school; and
- g. A signature of the parent or legal guardian.

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

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

Enrollment or Re-Enrollment in Public School

A home-schooled student who wishes to enroll or re-enroll in a District school shall submit:

- A transcript listing all courses taken and semester grades from the home school;
- Score of at least the thirtieth percentile on a nationally recognized norm-referenced assessment taken in the past year; and
- A portfolio of indicators of the home-schooled student's academic progress, including without limitation:
 - Curricula used in the home school;
 - Tests taken and lessons completed by the home-schooled student; and
 - Other indicators of the home-schooled student's academic progress.

If a home-schooled student is unable to provide a nationally recognized norm-referenced score, the District may either assess the student using a nationally recognized norm-referenced assessment or waive the requirement for a nationally recognized norm-referenced assessment score.

A home-schooled student who enrolls or re-enrolls in the District will be placed at a grade level and academic course level equivalent to or higher than the home-schooled student's grade level and academic course level in the home school:

1. As indicated by the documentation submitted by the home-schooled student;
2. By mutual agreement between the public school and the home-schooled student's parent or legal guardian; or
3. If the home-schooled student fails to provide the documentation required by this policy, with the exception of the nationally recognized norm-referenced assessment score, the District may have sole authority to determine the home-schooled student's grade placement and course credits. The District will determine the home-schooled student's grade placement and course credits in the same manner the District uses when determining grade placement and course credits for students enrolling or re-enrolling in the District who attended another public or private school.

The District shall afford a home-schooled student who enrolls or re-enrolls in a public school the same rights and privileges enjoyed by the District's other students. The District shall not deny a home-schooled student who enrolls or re-enrolls in the District any of the following on the basis of the student having attended a home school:

- a. Award of course credits earned in the home school;
- b. Placement in the proper grade level and promotion to the next grade level;
- c. Participation in any academic or extracurricular activity;
- d. Membership in school-sponsored clubs, associations, or organizations;
- e. A diploma or graduation, so long as the student has enrolled or re-enrolled in the District to attend classes for at least the nine (9) months immediately prior to graduation; or
- f. Scholarships.

HOMEWORK

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

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

HONOR GRADUATES

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

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

SECTION 1:

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

SECTION 2

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

Beginning with the graduating class of 2021-

Honor graduates will be determined by the following criteria: Students cumulative grade point average of at least a 3.50 in courses taken in the 9th, 10th, 11th, and both semesters of the 12th grade; Smart Core Curriculum; and 12 hours of documented community service. In computation of grade point, all grades (for which a student receives credit) will be used.

To be eligible for Honor Graduate status, students must successfully complete the Smart Core Curriculum including 4 units of English, 4 units of Math, 3 units of Science, and 3 units of Social Studies. The courses content must be comparable with that in college preparatory curriculum to include at least 2 of the following:

- Pre-Calculus
- AP Calculus
- Algebra III
- Chemistry
- Physics
- AP Environmental Science
- AP English Language & Composition
- AP Computer Science Principles
- AP Computer Science A
- AP United States History
- AP World History

Concurrent Credit Classes:

- College Math
- College Algebra

- Composition I
- Composition II
- Elementary Spanish I
- Elementary Spanish II
- Public Speaking
- Art Appreciation
- U.S. History I
- U.S. History II
- World Civilizations I
- World Civilizations II

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2023, 2024, AND 2025

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form* will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (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 Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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 paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process 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.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

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 twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional (1) units to graduate for a total of 23 units. 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.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

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.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

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.)

- 1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
- 2) 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.

- 3) Algebra II; and
- 4) The fourth unit may be either:
 - A math unit approved by DESE beyond Algebra II; or
 - A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (1/2) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (1/2) 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.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) 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 computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

* 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

- a. DESE approved biology – 1 credit;
- b. DESE approved physical science – 1 credit; and
- c. A third unit that is either:
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) 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 (½) 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.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service learning school program shall receive one (1) Career Focus credit.

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.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS.

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 twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Arkansas Department of Education, the district requires an additional 1 unit to graduate for a total of 23 units. 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.

All students must pass the test approved by ADE that is similar to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services in order to graduate.

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.⁷ 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.

Personal and Family Finance

In tenth (10th), eleventh (11th), or twelfth (12th) grade, all students shall cover the Personal and Family Finance Standards by receiving credit for:

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

- 1) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
- 2) 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.
- 3) Algebra II; and
- 4) The fourth unit may be either:

- A math unit 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); or
- A computer science flex credit may be taken in the place of a fourth math credit.

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

One unit of Biology; and either:

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; or
- One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit
- World History - one unit
- American History - one unit

Physical Education: one-half ($\frac{1}{2}$) unit

Note: While one-half ($\frac{1}{2}$) 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 ($\frac{1}{2}$) unit

Economics – one half ($\frac{1}{2}$) 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.⁹

Fine Arts: one-half ($\frac{1}{2}$) unit

CAREER FOCUS: - Six (6) units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) 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 computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

*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; and

Two units chosen from the following three categories:

- Physical Science;
- Chemistry;
- Physics; or

One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half ($\frac{1}{2}$) unit
- World history, one (1) unit
- American History, one (1) unit

Physical Education: one-half ($\frac{1}{2}$) unit

Note: While one-half ($\frac{1}{2}$) 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 ($\frac{1}{2}$) unit

Economics – one half ($\frac{1}{2}$) 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.⁹

Fine Arts: one-half ($\frac{1}{2}$) unit

CAREER FOCUS: - Six (6) units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 AND THEREAFTER

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*¹ will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time and there is not a signed waiver form in the student's permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (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 Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.

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 paths.

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process 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.⁵

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

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 twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional (1) unit to graduate for a total of 23 units. The additional required units may be taken from any electives offered by the district.⁶ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

All students must receive a passing score on the Arkansas Civics Exam in order to graduate.

Students shall be trained in quality psychomotor skill bases in cardiopulmonary resuscitation and the use of automated external defibrillators in order to graduate.

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.⁷ 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.

Personal and Family Finance

All students shall receive credit in a course covering the Personal and Family Finance Standards in order to graduate.

Computer Science

All students shall earn one (1) unit of credit in a computer science course in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

5) Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;

6) 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.

7) Algebra II; and

8) The fourth unit may be either:

- A math unit approved by DESE beyond Algebra II; or
- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

d. DESE approved biology – 1 credit;

e. DESE approved physical science – 1 credit; and

f. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics - one-half (½) unit
- World History - one unit
- American History - one unit
- Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

Note: While one-half (½) 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 (½) 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.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.⁹

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) 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 computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

* 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

- d. DESE approved biology – 1 credit;
- e. DESE approved physical science – 1 credit; and
- f. A third unit that is either:
 - o An additional science credit approved by DESE; or
 - o A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit
- Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

Note: While one-half (½) 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 (½) 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.⁸

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

A student who enlists in a branch of the United States Armed Forces or the National Guard through the military delayed entry program, the National Guard Split Training Option, or other similar early entry program and completes basic training before graduating from high school shall receive two (2) units of the Career Focus graduation requirements.

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.

LIBRARY-MEDIA CENTER

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

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

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

LIBRARY-MEDIA CENTER CHALLENGED MATERIALS POLICY

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education, which shall serve as a final arbiter in resolving a challenge to any media center

materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

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

Selection Criteria

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

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

Retention and Continuous Evaluation

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

Gifts

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

Challenges:

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process. Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant. In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office. To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context. The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A

notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant. If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

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

MATH POLICY

It is the goal of the HHS Math Department to ensure that all HHS students graduate with a mastery of the math skills necessary to succeed in life. In order to accomplish this goal, it will be necessary to place HHS students in courses that are appropriate for the skills that they have mastered or that will provide remediation to allow for further advancement in mathematics.

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

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

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

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

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

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

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

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

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

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

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited:

1. During the first class period of each school day;
2. At the commencement of each school-sanctioned after-school assembly; and
3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge 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 either stand or sit quietly while the other students recite the Pledge.

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 who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

POLICY FOR STUDENT PERFORMANCE

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

The test results will be evaluated by the counselor. The teachers will be given a list identifying basic skill weaknesses and the names of the students who did not master the skills. Working together the teacher, counselor, and principal will devise an academic plan whereby the child will have an opportunity to master these skills.

The school will use, in addition to the basic curriculum, remedial work to be offered in the student's classroom, resource room, and computer software and peer tutoring.

PROGRESS REPORTS/PARENT TEACHER CONFERENCES

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

RELIGION IN THE SCHOOL

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

REPORT CARDS

Grade reports will be distributed the week following the nine week marking period. If parents have any questions concerning the marks on grade reports, they are urged to call the school and arrange for a conference with the teacher(s). Any pupil receiving an "I" in any course has until the end of the next 9 week period to see the teacher and arrange to fulfill course requirements. Failure to do so within the specified time will result in an "F".

REMEDIATION POLICY/ACADEMIC IMPROVEMENT PLANS

According to ACT 35, 6-15-402 of Arkansas Code, Academic Improvement Plans (AIP's) are designed to "fill in the gaps" of learning for students who many have missed some concepts in the prior year. By law, those students who do score Ready/Proficient on the State ACT Aspire are placed on an AIP.

SUMMER SCHOOL

Students may take summer school courses to make up academic deficits. Hector School District provides summer school on-campus. There may be a tuition fee paid by the student or parent/guardian at enrollment.

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 Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that the foster child 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 or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in his/her school of origin, 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 with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.

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

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

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

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

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

The District shall only reject a Foster Child School Choice application if:

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the standards for accreditation; or other applicable State rule or Federal regulation; or
2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district's court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

A foster child whose application is rejected by the District may submit a written request within ten (10) days following the receipt of the rejection letter from the superintendent to the State Board of Education for the State Board to reconsider the transfer.

A Foster Child School Choice transfer shall remain in effect until the foster child:

- Graduates from high school; or
- Transfers to another school or school district under:
 - The Foster Child School Choice Act;
 - Opportunity Public School Choice Act;
 - The Public School Choice Act of 2015; or

- Any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

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.

At least once each semester, the parents and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.¹ If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents.

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.

Beginning with the 2018-2019 school year, each student² shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

By the end of grade eight (8), the student's SSP shall:

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

Based on a student's score on the college and career assessment:

- The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and

- Provide a basis for counseling concerning postsecondary preparatory programs.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.²

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide 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 Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.³ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁶⁴

ATHLETICS & ACTIVITIES

ASSEMBLIES AND ATHLETIC EVENTS

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

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

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

ATHLETIC TEAM PARTICIPATION

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

- Participation Guidelines
 - Pass a physical exam.

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

ATTENDANCE REQUIREMENT FOR ACTIVITIES

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

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

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 the Arkansas Activities Association (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.

Senior High Standard Waiver request (SIP)- provided at the discretion of the district: Students who pass at least four courses, but lack the 2.00 grade point requirement, may be eligible under these provisions.

- Attendance for at least 100 minutes per week in a before/after school supplemental instructional program.
- Have no unexcused absences for the remainder of any affected semesters.
- Have no serious disciplinary referrals for the affected semesters (Out of School Suspension or Expulsion).
- Have no known criminal convictions.

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

CHEERLEADERS

- A 2.0 Grade Point Average (GPA) is required.
- Students who have received out-of-school suspension (OSS) or expulsion during the previous year are not eligible to participate during the current school year.
- Cheerleaders are required to cheer at all assigned games unless an emergency occurs.
- Cheerleaders are required to stay in their designated classroom during their activity period with their sponsor. NO roaming is allowed.
- Cheerleader practice attire will only be allowed during training activities where cheerleading safety is an issue. Running, exercise, and conditioning are not considered safety issues; therefore, the student athletics dress code will apply.
- Cheerleaders may not wear their cheer uniforms to school. They may change right before a pep rally and wear the uniform during the pep rally and all games.

DANCES

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

EXTRACURRICULAR ACTIVITIES

Extracurricular and non-instruction activities in the Hector School District are defined as follows: Any K-12 activity outside of the student's scheduled classes not dealing directly with the academic curriculum. Vocational organizations are considered as an intricate part of the curriculum and will also be

included as extracurricular. At Hector High School this would include: Athletics, student organizations and groups, clubs, cheerleaders, vocational organizations and sanctioned 4-H events. Students at school-sponsored, off-campus events will be governed by the school district rules and regulations and are subject to the authority of school district personnel. Failure to obey the rules and regulations and/or failure to obey reasonable instructions of school district personnel shall result in disciplinary action applicable under a regular school program. Activity events involving two or more schools will, whenever possible, be scheduled on weekend dates and holidays or after 4:30 P.M. on school days. Any event scheduled on school days prior to 4:30 P.M. shall have Arkansas Activities sanction and shall be scheduled only when no other appropriate times are available.

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 Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. 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 one per week per extracurricular activity (tournaments excepted)². 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 Statewide assessment or attempts to boycott a Statewide 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 statewide assessment, as applicable. 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.

A student who enrolls in the district and meets the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS shall be eligible to try out for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

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.

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.

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:

1. Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
2. 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 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.⁷

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).

FEES AND DUES- LOCKERS AND MEMBERSHIPS

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

FELLOWSHIP OF CHRISTIAN ATHLETES

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

FIELD TRIPS AND CLASS TRIPS

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

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

- During the trip, seniors will be held to the school code of conduct. Misbehavior/misconduct may result in the senior not being allowed to participate in the graduation ceremony as determined by the administration.

LIMIT TO OFFICES A STUDENT CAN HOLD

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

PICTURES

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

ATTENDANCE

ATTENDANCE POLICY

Definitions:

“In loco parentis” means relating to the responsibility to undertake the care and control of another person in the absence of:

1. Supervision by the person’s parent or legal guardian: and
2. Formal legal approval

“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, lawful control of the student 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, lawful control of the student or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian, person having lawful control of the student, 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, persons having lawful control of the student, or person standing in loco parentis reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis 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 parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A 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.

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

Compulsory Attendance:

Every parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of any child age five (5) through seventeen (17) years on or before August 1 of that year who resides, as defined by policy (4.1—RESIDENCE REQUIREMENTS), within the District shall enroll the child and send ensure the attendance of the child to at 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 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary 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).

If any student's Individual Education Plan (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

ABSENCES

If any student's Individual Education Program (IEP) or 504 Plan conflicts with this policy, the requirements of the student's IEP or 504 Plan take precedence.

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

Absences for students enrolled in digital courses shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school. Students who are scheduled to have a dedicated period for a digital class shall not be considered absent if the student logs the correct amount of time and completes any required assignments; however, a student who fails to be physically present for an assigned period may be disciplined in accordance with the District's truancy policy.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;
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).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

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.

In order for the absence to be considered excused, the student must:

- a. Bring a written statement to the principal or designee upon the student's return to school from the student's parent or legal guardian stating the reason for the student's absence; or
- b. If the student is attending the District's courses digitally, upload a written statement from the student's parent or legal guardian stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee.

A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; or have an accompanying note that is not presented or uploaded in within the timeline required by this policy, shall be considered as unexcused absences. Students with 8 unexcused absences in a course in a semester may not receive credit for that course. 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.

When a student has (4) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing 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 (8) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing 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, legal guardian, person having lawful control of the student; or person standing in loco parentis; and the school or district administrator or designee.

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

Additional Absences

Additional absences that are not charged against the allowable number of absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings documentation upon his/her return to school from the parent, guardian, person in loco parentis, doctor's office, funeral home, or appropriate government agency stating such reason:

1. Participation in an FFA, FHA, or 4-H sanctioned activity.
2. Participation in the election poll workers program for high school students.
3. To serve as a page for a member of the General Assembly;
4. 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; and
5. For purposes pre-approved by the school district administration such as visiting prospective colleges, to obey a subpoena, or to attend an appointment with a government agency.
6. Due to a student having been sent home from school due to illness

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

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

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

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

MANDATORY ATTENDANCE POLICY

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

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

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

POLICY FOR ADMITTANCE TO CLASS AFTER ABSENCE

When a student is absent from school, whether all day or partial, he/she must check in with office personnel. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day, unless given permission to leave the campus by a school official. Students must sign out in the office upon their departure.

CHECKING OUT POLICY

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

ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered by the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:¹

1. June 1 for courses to be offered during the Fall semester; and
2. November 1 for courses to be offered during the Spring semester.

A private school or home schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:²¹

- a. August 1 for Fall semester courses; or
- b. December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case by case basis.

The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:

- Require the addition of staff or classrooms;
- Exceed the capacity of a program, class, grade level, or school building;
- Cost the District more for the student to attend the academic course than the District receives for the student's attendance;
- Cause the District to provide educational services the District does not currently provide at a financial burden to the District; or
- Cause the District to be out of compliance with applicable laws and regulations regarding desegregation.

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home schooled student shall:

- Indicate the course(s) the private school or home schooled student is interested in attending;
- If the course(s) the private school or home schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;
 - Submit, along with the student's application, a copy of the student's transcript indicating that the student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the course(s) the student desires to attend at the District;
- Agree to follow the District's discipline policies; and
- Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course-; however, a private school or home schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home schooled students shall receive a final grade and transcript for each academic course the student completes.

The responsibility for transportation of any private school or home schooled student attending academic courses in the District shall be borne by the student or the student's parents.

The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy 4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

AWARDS & RECOGNITION

AWARDS

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

GIRLS' STATE-BOYS' STATE

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

HOMECOMING/MR. & MS. HHS

Eligibility requirements for all homecoming participants:

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

Voting for homecoming participants:

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

Eligibility and Voting requirements for Mr. & Ms. HHS

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

- Once the final results are determined, the representatives will be contacted.
- If no majority is established, the top two will be taken

HONOR ROLL

A student accumulating a minimum of three quality points per class attempted will qualify for the scholastic honor roll and will be recognized. Certificates of achievement are given each semester. Students who qualify for the honor roll both semesters (2nd semester grade will be based on the average of the 3rd nine weeks and the 4th nine weeks progress report) will receive a special certificate and be recognized at an awards assembly.

DISCIPLINE

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 on the school campus during normal school hours 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. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. 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;
19. Hazing, or aiding in the hazing of another student;
20. 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;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual's personal property.

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.

STUDENT ASSAULT OR BATTERY

A student shall not threaten, physically abuse, 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 acceptance, is calculated to:

- a. Cause a breach of the peace;
- b. Materially and substantially interfere with the operation of the school; or
- 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 any student disciplinary measures.

BEHAVIOR CODE VIOLATIONS AND SANCTIONS (RULES & CONSEQUENCES)

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

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.

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

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

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

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

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

Rule 1: INSUBORDINATION

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

Rule 2: CLASS DISRUPTION

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

Rule 3: TRUANCY

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

Rule 4: POSSESSING, BUYING OR SELLING OBSCENE LITERATURE

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

Rule 5: WEAPONS AND DANGEROUS INSTRUMENTS

Definitions

"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 on the student's body or in an area under the student's control.

"Weapon" means any:

- Firearm;
- Knife;
- Razor;
- Ice pick;
- Dirk;
- Box cutter;
- Nunchucks;
- Pepper spray, mace, or other noxious spray;
- Explosive;
- Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or
- Any other instrument or substance capable of causing bodily harm.

No student, except for Military personnel (such as ROTC cadets) acting in the course of their official duties or as otherwise expressly permitted by this policy, shall possess a weapon, display what appears to be a weapon, or threaten to use a weapon before or after school while:

- In a school building;
- On or about school property;
- At any school sponsored activity or event;
- On route to or from school or any school sponsored activity; or
- Off the school grounds at any school bus stop.

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her 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 unless it is a firearm. 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 one (1) 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 mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs; hunting safety or military education; or before or after-school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.

The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

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

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

Rule 7: LEAVING DESIGNATED AREA WITHOUT PERMISSION.

After arrival on the school campus a student shall not leave a designated area without permission from school authorities.

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

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

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

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

Arkansas law prohibits the sale or attempted sale of any substance which the person selling or attempting to sell claims to be a controlled substance whether claim is valid or not. (Ark. Stat. 82-1115). Prohibited

substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.

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

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

Rule 11: PHYSICAL ABUSE OR ASSAULT BY A STUDENT ON A SCHOOL EMPLOYEE

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

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

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

Rule 12: SEXUAL HARRASSMENT, INDECENT EXPOSURE, OR SEXUAL ADVANCES

The Hector School District is committed to providing an academic environment that treats all students 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.

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- the nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Education program or activity" includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

“Formal complaint” means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

“Respondent” means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

“Sexual harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in sexual conduct; or
 - b. Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
 - a. Unwelcome; and
 - b. Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District’s education program or activity; or
 - c. Constitutes:
 - d. Sexual assault;
 - e. Dating violence
 - f. Domestic violence; or
 - g. Stalking.

“Supportive measures” means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District’s educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

Within the educational environment, sexual harassment is prohibited between any of the following: students; employees and students; and non-employees and students.

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 and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person’s alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling 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 individual self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are

encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant’s wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.

Supportive Measures

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District’s education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide the individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District’s offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District’s grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:
 - The identities of the parties involved in the incident, if known;
 - The conduct allegedly constituting sexual harassment; and
 - The date and location of the alleged incident, if known;
- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District’s code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular “party”, “complainant”, or “respondent” include the plural, as applicable.

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party’s records that are made or maintained by a physician,

psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;

- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation ; this includes evidence:
 - Whether obtained from a party or other source,;
 - The District does not intend to rely upon in reaching a determination regarding responsibility; and
 - That is either Inculpatory or exculpatory; and
- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10) days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)³ days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:
 - a. Any notifications to the parties;
 - b. Interviews with parties and witnesses;
 - c. site visits;
 - d. Methods used to gather other evidence,; and
 - e. Hearings held;
3. Findings of fact supporting the determination;

4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:
 - a. A determination regarding responsibility;
 - b. Any disciplinary sanctions imposed on the respondent; and
 - c. Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and
6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

- a. The existence of a procedural irregularity that affected the outcome of the matter;
- b. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
- c. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
- d. An appeal of the disciplinary sanctions from the initial determination.

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker⁵ for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.

Except as listed above, the District shall keep confidential the identity of:

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency removal

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a formal complaint of sexual harassment, testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;

- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:
 - The basis for the District’s conclusion that its response was not deliberately indifferent; and
 - Document:
 - If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District’s education program or activity; or
 - If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Rule 13: BOMB THREATS

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

Rule 14: FIGHTING

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

Rule 15: DAMAGE OR DESTRUCTION OF PROPERTY OR THEFT OR EXTORTION

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

Rule 16: DISORDERLY CONDUCT

No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or function. Nor shall any student encourage any other student to engage in such activities.

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

Rule 17: PROFANITY, VERBAL ABUSE, OBSCENE GESTURES

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

Rule 18: CAFETERIA REGULATIONS

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

- Stay in line and do not break, push, or run.

- Have money or ticket ready for cashier.
- Be polite to fellow student and especially to the cafeteria workers.
- Remove trays and milk cartons from your table.
- A place will be provided for those students who bring their own lunch.
- Food is to be eaten in the cafeteria. No food is to be carried out.
- Students are to behave in an orderly manner in the cafeteria.
- After finishing his meal a student should leave his/her eating area clean.

Rule 19: FORGERY AND/OR FALSIFICATION OF GENERAL INFORMATION

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

Rule 20: BULLYING

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

Rule 21: LOITERING BY SUSPENDED STUDENTS

A student provided written notification that because of an act of misbehavior he/she is prohibited from being in a school building or on a school campus for a specified period of time shall not enter any school building or be present on any school grounds.

Rule 22: TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED 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-pipes, or under any other name or descriptor.

A Student shall not smoke or possess tobacco in any school area or at any time. All students are prohibited by Arkansas Law (Act 728 of 1977) from smoking or using tobacco on school campus or a school bus. (Ark. Stat. 41-2465). 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 the District school, including school buses owned or leased by the District, in addition to student disciplinary measures. If a student rides a bus, the school day begins when the student boards the bus and ends when the student gets off the bus in the afternoon. If a student walks or drives to school, the school day begins when the student reaches school property and ends when the student leaves school property. Any school activity after school hours is defined as part of the school day and students in attendance and/or participating will observe this policy.

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-pipes, or under any other name or descriptor.

Students in violation of tobacco products of any kind, including e-cigarettes, vaping, e-cigars, e-pipes, or under any name or descriptor, shall receive the following punishment:

1st offense- confiscation of device or product, 2 days ISS.

2nd offense- confiscation of device or product, 4 days ISS and completion of tobacco cessation course, report to the authorities (SRO).

3rd offense- Will be referred to juvenile court.

Rule 23: VIOLATION OF PARKING AND DRIVING REGULATIONS

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

Rule 24: GAMBLING

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

Rule 25: CHEATING

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

Rule 26: OVERT AFFECTION (Public Display of Affection)

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

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

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

Rule 27: DRESS AND GROOMING

It is important that schools have some regulations concerning dress and appearance of students. The dress and appearance of students should in no way disrupt and impede the maintenance of a proper educational atmosphere in the classroom or on the campus. Specific regulations that should be observed are as follows:

1. Wear clothes that adequately cover the body. Low cut blouses or shirts that show cleavage are not allowed. Cover the midriff. Wear shirts or blouses that are long enough to cover the midriff and tuck into the waistband of the pants. Low-rise jeans do not make a bare midriff excusable; neither does wearing a shirt over a midriff-baring shirt. Low rise jeans or jeans worn to show underwear or the buttocks are not allowed.
2. Wear only appropriate clothing for the occasion (i.e. gym clothes should be worn only during P.E. class and in the gym).
3. Maintain hairstyles that are neat and well groomed at all times.
4. Wear shirts and dresses that have sleeves. A sleeve is defined as any shirt with a seam at the shoulder and fabric connected to it that is intended to be worn on some portion of the arm. All shirts must be long enough to tuck into pants. See through or mesh shirts or dresses are unacceptable.
5. Articles of clothing that have alcohol, tobacco, drugs, vulgar or abusive language, or other suggestive material which compromises the instructional atmosphere of the school are prohibited. Given the well-publicized and often identified social problems and health risks identified with substance abuse, the wearing of emblems, ads, etc. which advertise or promote the use of drugs, alcohol, or tobacco are prohibited.
6. Wear appropriate footwear at all times. Individual class requirements may impose other restrictions on footwear as class activities dictate (gym shoes for P.E., closed toe shoes for lab, etc.)
7. Pants, shorts, skirts, and dresses should be appropriate in conformity with good taste and good citizenship. Skirts and shorts may be no shorter than 8 inches above the front and back of the knee. Any holes, cuts, tears, or other types of exposed areas (whether done by a clothing manufacturer or not) 8 inches above the knee on those articles of clothing must be covered or

- clothing must be worn underneath to keep skin from being exposed. Boxers, spandex, pajamas or other undergarments are not allowed as a method to cover skin above the knee.
8. No head-coverings are allowed in school unless approval is given by the principal. This includes caps, hats, bandanas, skull caps, beanies, or any other items worn on the head. Head-coverings may be worn out on the front grounds before school, after school, or at after school extra-curricular events only. Students are not allowed to wear head-coverings between classes or during lunch whether outside or not unless exempted by the principal.
 9. The wearing of pajamas or other sleepwear is prohibited. Sweat pants are allowed as long as they adhere to the dress code for pant length and have a way to secure them around the waist with more than a simple elastic waistband. Securing the waistband on sweat pants is the responsibility of the student.
 10. Wear no sunglasses unless there is a documented medical need.
 11. Wear no utility chains.
 12. Backpacks, duffel bags, purses, and other bags will be allowed in classrooms. In some cases, teacher may ask that students place their bags and/or purses in a designated area in a classroom.
 13. Body piercings may be prohibited by the building principal if the safety or health of a student(s) exists or if the piercing(s) causes an unnecessary disruption to the educational environment.
 14. Dress for Prom and Homecoming activities- It is understood that the dress code items listed above greatly restrict the wardrobe choices for prom and homecoming festivities, with that in mind, Hector High School will allow students to dress outside of the normal dress code for those events as long as the following restrictions are followed:
 - No low cut dresses which could expose cleavage
 - No backless dresses which expose the lower back or bottom
 - No dresses with slits higher than 8 inches above the knee
 - No dresses or skirts shorter than 8 inches above the knee
 - No clothing with holes or frayed edges
 - No work boots or tennis shoes. Dress shoes or dress boots should be worn
 - Leggings, jeggings, and “yoga pants, regardless if they have pockets and/or zippers, are not allowed unless covered by shorts, skirts, or tunics
 - No spandex shorts.

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

The Board of Education recognizes that dress can be a matter of personal taste and preference. At the same time, the District has a responsibility to promote an environment conducive to student learning. This requires limitations to student dress and grooming that could be disruptive to the educational process because they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or are offensive to common standards of decency.

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female. This prohibition does not apply, however to a costume or uniform worn by a student while participating in a school-sponsored activity or event.

Therefore, any student-worn article of clothing or manner of hair style or make-up determined by the teachers and principal to be disruptive of the learning environment or hazardous to the health and safety of the child and/or teacher shall not be allowed. The primary guide in determining what is not appropriate is the extent to which such dress or grooming attract undue attention in the classroom or schools. If the principal determines that the student’s dress or grooming is unacceptable, adequate time shall be allowed the student in order to make proper adjustments. However, when a student continues to ignore the required changes, other disciplinary measures may be taken.

Rule 28: NEGLECT OF TEXTBOOKS

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

RULE 29: NO-TOLERANCE POLICY TOWARD "GANG" BEHAVIOR

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

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

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

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

RULE 30: ABUSE OF SCHOOL COMPUTERS/ INAPPROPRIATE USE OF A COMPUTING DEVICE

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

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

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

Rule 31: TERRORISTIC THREATENING

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

Rule 32: ELECTRONIC COMMUNICATION DEVICES AND CELL PHONES

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

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.

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.

Students are allowed to use paging device, beeper, or similar electronic device and cell phones at the following times and locations only: during breakfast and lunch periods and only in the cafeteria dining room area and on the front grounds. These are the only exceptions to the above rule, and once the bell has rung for school to start or for students to return to class from lunch, all paging device, beeper, or similar electronic device and cell phones must be put away as instructed above.

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.

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

Discipline for misuse of phone:

- 1st Offense- The phone will be taken up and turned into the office. It may be picked up by the student after the last bell of the day has sounded.
- 2nd Offense- A parent/guardian must pick up the phone from the office.
- 3rd Offense- Student will not be allowed to have a cell phone at school. Discipline will be determined by the principal or superintendent.

Rule 33: NUISANCE ITEMS

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

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 school or any school-sponsored activity; 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 and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

Rule 34: PERSISTENT DISREGARD FOR SCHOOL RULES GOVERNING SERIOUS PROBLEMS

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

Rule 35: BEHAVIOR NOT COVERED ABOVE

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

BEHAVIOR ON BUSES

The District's Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District's Student Code of Conduct. The driver is in charge of the bus and is to be respected and obeyed the same as a teacher. If a student is reported to the principal for misconduct on the bus, he/she will be disciplined the same as being reported to the office by a teacher for his/her misconduct in a schoolroom. Buses will load and unload in the designated area; hence; the student will find his bus loading and unloading in the same places each day. Safety is of utmost importance on a school bus. The driver must be able to concentrate fully on the road. Thus, for the good of all student passengers, the following guidelines should be followed:

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

Consequences:

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

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

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

BEHAVIOR REQUIREMENT REGARDING SUSPENSIONS AND AFTER-HOURS ACTIVITIES

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

CONSTRUCTIVE WORK DETAIL/LUNCH DETENTION

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

CORPORAL PUNISHMENT

The Hector School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

Corporal punishment will be administered at the discretion of the principal, not at the option of the student. Corporal punishment may be administered as a disciplinary measure according to the following school board policy.

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

DISCIPLINE FOR HANDICAPPED

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

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;
- 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.

Expulsion shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

- a. Poses a physical risk to himself or herself or to others;
- b. Causes a serious disruption that cannot be addressed through other means; or
- c. Is the act of bringing a firearm on school campus.

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

The hearing shall be conducted not later than ten (10) school days¹ following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation.

The President of the Board, 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, legal guardian, person having lawful control of the student, person standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of 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, legal guardians, persons having lawful control of a student, or persons standing in loco parentis 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, legal guardians, persons having lawful control of the student, or persons standing in loco parentis 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.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of expulsion. The District's program shall include offering an expelled student an opportunity for enrollment in digital learning courses or other

alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

GRIEVANCE PROCEDURE

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

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

GROUP HEARINGS FOR SUSPENSION OR EXPULSION

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

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

HALL PASSES

A student permitted to leave a class for any reason to go to another room, library, office, gym, etc., should have a pass from the teacher whose class he/she is leaving. A student must report to the teacher he/she is assigned to each class period even though he/she has an excuse to do something else that certain period. It is the student's responsibility to make sure that he/she has a hall pass before leaving the classroom or the teacher's supervision. Students out of class without a pass will be subject to detention hall or other disciplinary measures.

IN-SCHOOL SUSPENSION (ISS)

It will be necessary at times to assign students to in-school suspension. These students will be assigned an area by the principal. Students in in-school suspension will not be allowed to associate with other students during the school day. It will be the student's responsibility to do assigned work while suspended. General rules as to eating, restroom, breaks, etc. will be given by the principal. This option is provided to allow full credit to be earned. During the period of their suspension, students serving in-school suspension shall not attend any school-sponsored activities during the imposed suspension nor shall the student participate in any school-sponsored activities.

LUNCH DETENTION

If a student does not attend lunch detention, the student will be given a full day of I.S.S. that begins first period of the following day. No excuses will be accepted. It is the student's responsibility to know whether or not they have lunch detention. Persistent disregard for classroom rules will result in discipline for accumulation of lunch detentions at any given time. The following is a guideline for understanding how accumulated detention could move to more serious disciplinary steps:

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

STUDENT DISCIPLINE

The Hector 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; and
- 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 shall incorporate the District's implementation of positive behavioral supports in accordance with Policy 4.60 in the application of student discipline.

The District's personnel policy committees shall annually review the District's student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the Hector 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, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.

The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.

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.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

SUSPENSION FROM SCHOOL

Students who are 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; and
- Going to and from school or a school activity.

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

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.

Out-of-school suspension (OSS) shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's behavior:

- a. Poses a physical risk to himself or herself or to others;
- b. Causes a serious disruption that cannot be addressed through other means; or
- c. Is the act of bringing a firearm on school campus.

OSS shall not be used to discipline a student for skipping class, excessive absences, or other forms of truancy.

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; and
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), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to the parent(s), legal guardian(s), person(s) having lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (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 responsibility of a student's parents, legal guardians, person having lawful control of the student, or person standing in loco parentis to provide current contact information to the district, which the school shall use to immediately notify the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:

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

The district shall keep a log of contacts attempted and made to the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of OSS.

During the period of their suspension, students serving OSS are not permitted on campus except to attend a student/parent/administrator conference or when necessary as part of the District's engagement or access to education program.

During the period of their suspension, students serving in-school suspension shall not attend or participate in any school-sponsored activities during the imposed suspension.³

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.

TARDIES

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

STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;
- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:

- A definition or description of the desired target behavior or outcome in specific measurable terms;
- A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
- A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
- A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
- A plan for managing a crisis situation;
- A system to collect, analyze, and evaluate data about the student;
- The school personnel, resources, and training needed before implementation of the BIP; and
- The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to himself or herself or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:

- Occurs within the context of data-based problem-solving and involves:
 - The review of existing records and other sources of information;
 - Diagnostic or historical interviews;
 - Structured academic or behavioral observations; and
 - Authentic, criterion-referenced, or norm-referenced tests; and
- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

"Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

"Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

"Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

"Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

"Positive behavioral support" means the application of behavior analysis that:

- Is used to achieve socially important behavior change;
- Occurs at the:
 - Prevention level for all students in a school;
 - Strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and
 - Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
- Involves a planned and collaborative school-wide approach that is implemented with a goal:
 - Of establishing a positive and supportive school environment that:
 - Teaches and reinforces prosocial behavior in a student;
 - Holds a student positively accountable for meeting an established behavioral expectation; and
 - Maintains a level of consistency throughout the implementation process; and
 - That is accomplished by using positive behavioral programs, strategies, or approaches.

"Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

"Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

"Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

Positive Behavioral Supports

The District shall implement positive behavioral supports to be used at the:

1. Prevention level for each student in a school;
2. Strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and
3. Intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District's positive behavioral support shall include:

- a. The teaching and reinforcing of interpersonal, social, problem solving, conflict resolution, and coping skills to a student;
- b. Holding a student positively accountable for meeting an established behavioral expectation;
- c. Maintaining a high level of consistency through the implementation of the positive behavioral support process; and
- d. The following interrelated activities:
 - ✚ Providing a school-wide approach to the discipline and safety of each student rather than an approach to only the behavior problem of a single student;
 - ✚ Focusing on preventing the development and occurrence of problem behavior;
 - ✚ Regularly reviewing behavior data to adapt the District's procedures to meet the needs of every student; and
 - ✚ Providing a multitiered approach to academic and behavioral services and support to meet the academic and behavioral achievement needs of each student.

The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;

3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

Problem Solving and Intervention Team

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team shall:

- a. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
- b. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
- c. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;
- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:
 - To punish or discipline the student;
 - To coerce the student;
 - To force the student to comply;
 - To retaliate against the student;
 - To replace the use of an appropriate educational or behavioral support;

- As a routine safety measure;
- As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
- As a convenience for school personnel; or
- To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- ✚ Mechanical restraint;
- ✚ Chemical restraint;
- ✚ Aversive behavioral interventions that compromise health and safety;
- ✚ Physical restraint that is life-threatening or medically contraindicated; or
- ✚ Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's problem-solving and intervention team;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

school personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:²

- a. A member of school personnel who was present during the incident;
- b. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
- c. A school administrator; and

- d. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's positive behavioral supports system and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:
 - Reevaluate the training needs of school personnel;
 - Reevaluate the physical restraint policy and practices; and
 - Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:
 - a. The concerns of the student's parent;
 - b. The student's social and medical history;
 - c. The student's FBA, if one exists; and
 - d. The student's BIP, if one exists;
2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether positive behavior supports were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:
 - a. The student;
 - b. The student's parent; and
 - c. Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;³
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

HEALTH

ACCIDENT OR ILLNESS AT SCHOOL

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

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

CONTAGIOUS DISEASE

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are contagious 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, Hepatitis 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, food borne, 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 lice or nits 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 head lice. Before a student may be readmitted after following an absence due to head lice, the school nurse or designee has determined shall examine the student no longer has live human host parasites that are transmittable in a school environment to make sure they are free of any lice or nits.

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

HEALTH SERVICE

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

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

DRUGS AND ALCOHOL

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious 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 Hector School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, 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; or is on 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 or any ingestible matter 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.

The sale, distribution, or attempted sale or distribution of over-the-counter (OTC) medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited. The possession or use of OTC medications, dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, or prescription drugs is prohibited except as permitted under Policy 4.35—STUDENT MEDICATIONS.

STUDENT MEDICATIONS

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, 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 or otherwise authorized by this policy, students are not allowed to carry any medications, including over-the-counter (OTC) medications or any dietary supplement or other 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-administration, 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 OTC medications to the extent giving such medications are included in the student's IHP.

The district's supervising registered nurse is responsible for creating procedures for the administration of medications on and off campus.

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 rules.

Schedule II Medications

The only Schedule II medications that shall be allowed to be brought to the school are 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).

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.

Self-Administration of Medication

Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the District may:

1. Self-administer either a rescue inhaler or auto-injectable epinephrine;
2. Perform his/her own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's own hypoglycemia and hyperglycemia; or
5. Possess on his or her person:
 - a. A rescue inhaler or auto-injectable epinephrine; or
 - b. the necessary supplies and equipment to perform his/her own diabetes monitoring and treatment functions.

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:
 - a. Is capable of completing the proper method of self-administration of the stress dose medication; and
 - b. Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

Students 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.

A student is 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 a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, , or combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, stress dose medication, or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

Students may possess and use a topical sunscreen that is approved by the United States Food and Drug Administration for OTC use to avoid overexposure to the sun without written authorization from a parent, legal guardian, or healthcare professional while the student is on school property or at a school-related event or activity. The parent or guardian of a student may provide written documentation authorizing specifically named District employee(s), in addition to the school nurse, to assist a student in the application of sunscreen. The District employee(s) named in the parent or legal guardian's written authorization shall not be required to assist the student in the application of sunscreen.

Emergency Administration of Glucagon and Insulin

Students may be administered Glucagon, insulin, or both 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 that provides for the administration of Glucagon, insulin, or both in emergency situations; and
2. A current, valid consent form on file from their parent or guardian.

When the nurse is unavailable, the trained volunteer school employee who is responsible for a student shall be released from other duties during:

- A. The time scheduled for a dose of insulin in the student's IHP; and
- B. Glucagon or non-scheduled insulin administration once other staff have relieved him/her from other duties until a parent, guardian, other responsible adult, or medical personnel has arrived.

A student shall have access to a private area to perform diabetes monitoring and treatment functions as outlined in the student's IHP.

Emergency Administration of Epinephrine

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician may administer an epinephrine auto-injector in emergency situations to students who have an IHP that 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(s) certified to administer auto-injector epinephrine 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 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 trained⁶ 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.

Emergency Administration of Albuterol

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol 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(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained⁶ and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other

school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other school employees designated by the school nurse as a care provider who have been trained⁶ and certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication 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(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

WELLNESS POLICY

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

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

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

Goals

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

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

NATIONAL ANTHEM

Each school in the District shall broadcast The Star-Spangled Banner at:

- The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and
- At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

ORGANIZATIONS

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. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.¹

BETA CLUB

The Beta Club is a service organization that recognizes student achievement in grades 9-12. Beta members must maintain a high academic standing (3.25 Cumulative G.P.A.) and demonstrate worthy character and a commendable attitude. Members are involved in various money making projects during the year which help cover the expenses of the State Beta Convention.

Qualifications for Beta Club Membership:

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

FBLA -FUTURE BUSINESS LEADERS OF AMERICA

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

FCCLA - FAMILY CAREER AND COMMUNITY LEADERS OF AMERICA

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

ORGANIZATIONAL GOOD STANDING

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

STUDENT COUNCIL

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

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

POLICIES

AMENDING THE STUDENT HANDBOOK

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

BULLYING POLICY

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;

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

1. Cyberbullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,
3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person,
6. Demeaning humor relating to a student's actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling 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 the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

"Cyberbullying" means any form of communication by electronic act that is sent with the purpose to:

- Harass, intimidate, humiliate, ridicule, defame, or threaten a student, school employee, or person with whom the other student or school employee is associated; or
- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees 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;
- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. 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;
- g. 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.

Cyberbullying is prohibited whether or not the cyberbullying originated on school property or with school equipment, if the cyberbullying results in the substantial disruption of the orderly operation of the school or educational environment or 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.

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.

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 building principal, or designee, as soon as possible. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the building principal, or designee.

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

A building principal, or designee, who receives a credible report or complaint of bullying shall:

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
 - a. That a credible report or complaint of bullying against their student exists;
 - b. Whether the investigation found the credible report or complaint of bullying to be true;

- c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
 - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
 - b. Any action taken as a result of the investigation; and
 6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

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. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

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, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation, the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Copies of this policy shall be available upon request.

CAFETERIA

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

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

SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition¹ a medical statement completed by a State licensed healthcare professional, which includes:

- Physicians, including those licensed by:
 - The Arkansas State Medical Board;
 - The Arkansas State Board of Chiropractic Examiners (Chiropractors);
 - The Arkansas Board of Podiatric Medicine (Podiatrists);
- Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
- Physician Assistants (PAs who work in collaborative practice with a physician); and
- Dentists.

The medical statement should include:

1. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
2. An explanation of what must be done to accommodate the disability, which may include:
 - a. Food(s) to avoid or restrict;
 - b. Food(s) to substitute;
 - c. Caloric modifications; or
 - d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition¹ shall request additional information so that a proper and safe meal can be provided.

When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator³, who will schedule a hearing on the grievance to be held as soon as possible. The 504 coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

FOOD SERVICE PREPAYMENT

Meal Charges

The District participates in a free meal program and provides meals to all students at no charge. The District does

not provide credit for students to charge for a la carte or other food and beverage items available for purchase in

the school food service areas. A la carte or other food and beverage items may be purchased by either providing

payment for the items at the time of receipt or by having a prepaid account with the District that may be charged

for the items. Parents, or students choosing to do so, may pay in advance for a la carte or other food and beverage items through any of the following methods: 2

- Submitting cash or check payment to the cafeteria.

Alternative Meals

The District does not provide alternative meals for students.

CHEMICAL SCREEN TEST POLICY

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

Purpose of a Chemical Abuse Policy:

1. To allow the students of Hector Schools to know that the school is concerned about their total wellbeing. The School District is interested in helping the students who may be having problems.

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

Scope

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

General Provisions

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

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

Reasonable Suspicion Provisions

The use or possession of illegal drugs or alcohol by a student on property under the control of the District or prior to entering property controlled by the District or at a District-sponsored event where the illegal drug or alcohol has the possibility of impairing the student is a violation of this Policy. The presence of an illegal drug or its metabolites or alcohol in a student's body is considered possession.

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

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

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

Random Testing Provisions

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

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

Procedure

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

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

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

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

Use of Positive Tests

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

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

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

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

Testing Procedure:

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

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

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

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

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

- 1 Positively identify the examinee.
- 2 The observer shall ask the individual to remove any unnecessary outer garments(i.e. coat, jacket) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. All personal belongings (i.e. purse, briefcase, etc.) must remain with the outer garments. The observer shall note any unusual behavior or appearance.
- 3 The student shall be instructed to wash and dry his/her hands prior to providing the specimen. After washing his/her hands, the student shall not be outside of the presence of the observer and not have access to water fountains, faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed. Only one student will be allowed at a time in the washroom and process area.
- 4 The student will be allowed to provide the specimen in a stall or other partitioned area that allows for individual privacy. After the specimen has been provided, the student should leave the stall.
- 5 At the collection site, toilet bluing agents shall be placed in the toilet tanks, whenever possible. No other source of water shall be available in the enclosure where urination occurs.
- 6 After the specimen has been provided to the certified collector, the collector will continue with chain of custody procedures and determine whether it contains at least 45 milliliters of urine. If there is not at least 45 milliliters, additional urine should be collected. The student may be given reasonable amounts of water for drinking. If a student fails for any reason to provide the necessary amount of specimen, the collector shall contact the Superintendent or designee for guidance. Individuals failing to provide 45 milliliters of urine within 3 hours should be seen by a medical doctor for evaluation. If there is no medical valid reason for the student's inability to produce urine, it is considered a refusal to test. Refusals are treated the same as positive test results and therefore have the same consequences as a positive test result.
- 7 Immediately after collection the observer shall check the temperature of the specimen and inspect the specimen for color and signs of contaminants. Freshly filled specimens should be warm.
8. Both the observer and the student being tested shall keep the specimen in view at all times prior to its being sealed and labeled.
- 9 The student shall observe the tamper-proof seal. The labels for the specimen bottle must have all information completed before being placed over the bottle cap and down the sides of the bottle. The observer will place the identification label securely on the bottle.
- 10 The student and the observer will sign the chain of custody form, and have the observer initial the specimen label.
11. The identification label on the specimen container shall contain:
 - the date
 - the student's initials
 - the student's specimen identification number
12. The student shall be asked to read and sign a certification statement regarding the urine specimen.

Results and Notifications

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

Consent Form

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

Substances Tested

The substances for which students will be tested include:

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

COCAINE METABOLITES PROPOXYPHENES PHENCYCLIDINE(PCP)

QUALITATIVE THC	OPIATES	*ETHYL ALCOHOL
	Codeine	
	Heroin	
	Morphine	

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

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

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

Cost

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

Testing Due to Reasonable Suspicion

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

Records

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

Grievances

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

CLOSED CAMPUS POLICY

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

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 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.

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.

STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT

Student's Name (Please Print) _____ Grade Level _____

School _____ Date _____

The _____ School District agrees to allow the student identified above (“Student”) to use the district’s technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1. Conditional Privilege: The Student’s use of the district’s access to the Internet is a privilege conditioned on the Student’s abiding to this agreement. No student may use the district’s access to the Internet whether through a District or student owned electronic device unless the Student and his/her parent or guardian have read and signed this agreement.

2. Acceptable Use: The Student agrees that he/she will use the District’s Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal laws and regulations and any state laws and rules. The Student also agrees to abide by any Internet use rules instituted at the Student’s school or class, whether those rules are written or oral.

3. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the Student shall be subject to disciplinary action.

4. “Misuse of the District’s access to the Internet” includes, but is not limited to, the following:

- a. using the Internet for other than educational purposes;
- b. gaining intentional access or maintaining access to materials which are “harmful to minors” as defined by Arkansas law;
- c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
- d. making unauthorized copies of computer software;
- e. accessing “chat lines” unless authorized by the instructor for a class activity directly supervised by a staff member;
- f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
- g. posting anonymous messages on the system;
- h. using encryption software;
- i. wasteful use of limited resources provided by the school including paper;
- j. causing congestion of the network through lengthy downloads of files;
- k. vandalizing data of another user;
- l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
- m. gaining or attempting to gain unauthorized access to resources or files;
- n. identifying oneself with another person’s name or password or using an account or password of another user without proper authorization;
- o. invading the privacy of individuals;
- p. 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, address, and phone number.
- q. using the network for financial or commercial gain without district permission;
- r. theft or vandalism of data, equipment, or intellectual property;
- s. attempting to gain access or gaining access to student records, grades, or files;
- t. introducing a virus to, or otherwise improperly tampering with the system;
- u. degrading or disrupting equipment or system performance;
- v. creating a web page or associating a web page with the school or school district without proper authorization;
- w. providing access to the District’s Internet Access to unauthorized individuals;
- x. failing to obey school or classroom Internet use rules; or
- y. taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools; or
- z. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student's use of the computers or access to the Internet including penalties for copyright violations.

6. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the Student uses the Internet through the District's access, that the Student waives any right to privacy the Student may have for such use. The Student and the parent/guardian agree that the district may monitor the Student's use of the District's Internet Access and may also examine all system activities the Student participates in, including but not limited to e-mail, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7. No Guarantees: The District will make good faith efforts to protect children from improper or harmful matter which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

8. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Student's Signature: _____ Date _____

Parent/Legal Guardian Signature: _____ Date _____

CONCERNS

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

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

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

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

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

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

- The person concerned shall be referred to the federal programs director, who shall assemble a team of at least two people to investigate the concern.

- Throughout the investigation, sufficient notes and records will be taken and maintained to substantiate the position of the findings of the investigation.
- The team will interview the person concerned and others as necessary to enable the team to make a determination of the validity of the concern. The team may consult with individuals with knowledge or expertise in the matter which is the subject of the complaint, including legal counsel.
- The investigation of concerns referred by the ADE shall be completed within 30 work days of receipt of the concern, unless a longer time period has been approved by the ADE.
- The investigation of concerns made directly to the district shall be completed within 40 work days unless there are extenuating circumstances; in such a case, a preliminary report shall be made within 40 working days of receipt of the concern, which shall include an explanation of the unusual circumstances requiring additional time to complete the investigation.
- The report of the conclusions of the investigation shall be given to the person concerned. It shall contain: a summary of the allegations of the concern; a summary of the investigative actions taken by the team; a summary of the findings concerning each alleged violation or implied violation; a statement of corrective actions needed to resolve the issues involved in each allegation and finding.

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 the principal's 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 unsupervised 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.

Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, 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. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal.¹ Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

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 Division 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. Except as provided below, 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 of the student, or person standing in loco parentis. 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, legal guardian, person having lawful control of the student, 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 Division 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, person having lawful control of the student, or person standing 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.

Contact by Professional Licensure Standards Board Investigators

Investigators for the Professional Licensure Standards Board may meet with students during the school day to carry out the investigation of an ethics complaint.

DUE PROCESS

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

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

EARLY INTERVENTION

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

EQUAL EDUCATIONAL OPPORTUNITY

No student in the Hector School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, 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. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the administration office.

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

For further information on notice of non-discrimination or to file a complaint, visit <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

While 34 C.F.R. § 106.8 requires that an individual be able to submit a report, including by telephone, both inside and outside of business hours, we do not believe that this requires that the Title IX Coordinator must be on-call to receive phone calls at any time; instead, the number provided for individuals to use must allow individuals wanting to report sexual discrimination or sexual harassment to the Title IX Coordinator to be able to leave a voice message for the Title IX Coordinator.

ELIGIBILITY TO PARTICIPATE IN THE GRADUATION CEREMONY

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

EMERGENCY DRILLS

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

The District shall annually conduct an lockdown drill at all schools in the District schools in collaboration with local law enforcement and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement.^{23,34} Students will be included in the drills to the extent that is developmentally appropriate for 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 violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method. Students shall be included in the drills to the extent practicable.

TORNADO PROCEDURES

Signal - tone over the intercom or in the event of an electrical outage, an air horn will sound.

Correct Protective Position

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

FOOD AND DRINK ON CAMPUS AND IN THE CLASSROOM

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

FUNDRAISING

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

Student participation in any fund raising activity shall:

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

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

HOMELESS CHILDREN AND YOUTH

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

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

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

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

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

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

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

Mrs. Kara Rohr has been designated as the Homeless Liaison for the school district. She may be reached at (479) 284-3586.

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 Division of Elementary and Secondary Education (DESE), and individuals involved with each foster child to ensure that the foster child 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.¹

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in his/her school of origin, 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 with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.²

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.³

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.⁴

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

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than May 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

By July 1 of the school year in which the student seeks to transfer under this section, the superintendent shall notify the foster parent, or the foster child if the foster child is eighteen (18) years of age, in writing whether the application has been accepted or rejected. If the application is accepted, the superintendent shall state in the notification letter a reasonable deadline for the foster child to enroll in the new school or the District and that failure to enroll by the date shall void the school choice acceptance. If the application is rejected, the superintendent shall state in the notification letter the reason for the rejection and that the foster parent, or the foster child if the foster child is eighteen (18) years of age, may submit a written appeal of the rejection to the State board within ten (10) days of receiving the notification letter.

The District shall only reject a Foster Child School Choice application if:⁵

1. The public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, rules for standards of accreditation, or other applicable rule or regulation; or
2. Approving the transfer would conflict with a provision of an enforceable desegregation court order or a public school district’s court-approved desegregation plan regarding the effects of past racial segregation in student assignment.

A foster child whose application is rejected by the District may submit a written request within ten (10) days following the receipt of the rejection letter from the superintendent to the State Board of Education for the State Board to reconsider the transfer.

A Foster Child School Choice transfer shall remain in effect until the foster child:

- Graduates from high school; or
- Transfers to another school or school district under:
 - The Foster Child School Choice Act;
 - Opportunity Public School Choice Act;
 - The Public School Choice Act of 2015; or
 - Any other law that allows a transfer.

The District shall accept credits toward graduation that were awarded by another public school district.

When a foster child transfers from the foster child's school of origin to another school in the District or into the District, the foster child or the foster parent is responsible for the foster child's transportation to and from the school the foster child transferred to. The District and the foster parent, or the foster child if the foster child is eighteen (18) years of age, may enter into a written agreement for the District to provide the transportation to and from the school the foster child transferred to.

INCLEMENT WEATHER

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

INSURANCE

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

OPEN CONTAINERS

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

PARENT COMMUNICATION

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

PARENTAL INVOLVEMENT POLICY & PLAN

HECTOR TITLE I PARENT INVOLVEMENT POLICY

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

Hector School Staff Responsibilities:

- To inform parents of the national Education Goals.

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

Hector School Parent's Responsibilities:

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

Hector School Student's responsibility:

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

Purpose of the Plan

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

Hector High School Parental Involvement Plan

- The Parental Involvement Committee will consist of at least one member of the administration, junior high and high school teachers, parents, school alumni, and members of the community. The committee will annually review the Hector High School Parental Involvement Plan to assure that the plan is both comprehensive and coordinated in its approach. The plan will involve:
 - Providing a family kit to parents to encourage parents to communicate with the school.
 - This kit will consist of a copy of the Parental Involvement Plan, suggestions of specific ways for parents to become involved in their child's education, and such other information as might be deemed useful to parents by the committee. This Family Kit will help define the role of the parent in the education process and outline procedures for communication with the school. The school will be responsible for making sure that communication is two-way and beneficial to both parties.

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

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, legal guardians, persons having lawful control of the student, or persons acting in loco parentis 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.

At least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.¹ If there is doubt concerning the promotion or retention of a student or his/her required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals:

- a. The building principal or designee;
- b. The student's teacher(s);
- c. School counselor;
- d. A 504/special education representative (if applicable); and
- e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

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.

Each student shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

- Statewide student assessment results;
- Subject grades;
- Student work samples; and
- Local assessment scores.

By the end of grade eight (8), the student's SSP shall:

- Guide the student along pathways to graduation;
- Address accelerated learning opportunities;
- Address academic deficits and interventions; and
- Include college and career planning components.

Based on a student's score on the college and career assessment:

- The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and
- Provide a basis for counseling concerning postsecondary preparatory programs.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide 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 Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances.⁴ Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.⁵

REFERRALS

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

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

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

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

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

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

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

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

RESIDENCE REQUIREMENTS

Definitions

"In loco parentis" means relating to the responsibility to undertake the care and control of another person in the absence of:

1. Supervision by the person's parent or legal guardian; and
2. Formal legal approval.

"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 ~~;~~ lawful control of the student, 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, or persons standing in loco parentis reside. A student may use the residential address of a parent, 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 student, or person standing in loco parentis 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 parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis 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 parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to 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.³

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.⁴

Children whose parent or legal guardian relocates within the state due to a mobilization, deployment, or available military housing while on active duty in or serving in the reserve component of a branch of the United States Armed Forces or National Guard may continue attending school in the school district the children were attending prior to the relocation or attend school in the school district where the children have relocated. A child may complete all remaining school years at the enrolled school district regardless of mobilization, deployment, or military status of the parent or guardian.

SCHOOL CHOICE

Standard School Choice

Exemption

The District is under an enforceable desegregation court order/court-approved desegregation plan that explicitly limits the transfer of students between school districts and has submitted the appropriate documentation to the Division of Elementary and Secondary Education (DESE). As a result of the desegregation order/desegregation plan, the District is exempt from the provisions of the Public School Choice Act of 2015 (Standard School Choice) and the Arkansas Opportunity Public School Choice Act (Opportunity School Choice). The District shall notify the superintendents of each of its geographically contiguous school districts of its exemption.³ The exemption prohibits the District from accepting any school choice applications from students wishing to transfer into or out of the District through standard School Choice or Opportunity School Choice.

Definition

"Sibling" means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care.

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. 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. The District may only deny a Standard School Choice application if the District has a lack of capacity by the District having reached ninety percent (90%) of the maximum student population in a program, class, grade level, or school building authorized by the Standards or other State/Federal law.

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; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to this District and the student's resident district. Except for students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, the transfer application must be postmarked, emailed, or hand delivered on or between January 1 and May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings 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.

Students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base may submit an application and transfer at any time if the student's application:

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

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 Standard School Choice. As such, any District approval of a choice application prior to July 1 is provisional pending a determination that the resident district's three percent (3%) cap has not been reached. The superintendent shall contact a student's resident district to determine if the resident district's three percent (3%) cap has been met.

No earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By July 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.

A student, whose application has been accepted and who has enrolled in the District, is eligible to continue enrollment until completing his/her secondary education. Continued enrollment is conditioned upon the student meeting applicable statutory and District policy requirements. Any student who has been accepted under choice and who fails to initially enroll under the timelines and provisions provided in this policy; chooses to return to his/her resident district; or enrolls in a home school or private school 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 of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. 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. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until completing his/her secondary education.

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 Standard School Choice due to a lack of capacity. 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.

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.

An application may be provisionally rejected if the student's application was beyond the student's resident district's three percent (3%) cap. The student's resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student's application was provisionally rejected due to the student's resident district having reached its three percent (3%) cap and the student's resident district notifies this District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student 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. Unless the student's application was rejected due to the application not being timely received by both the resident and nonresident districts, a student whose application was rejected may request a hearing before the State Board of Education to reconsider the application. The request for a hearing must be submitted in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Any applications that are denied due to the student's resident district reaching the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order that the District received the original applications.

Transfers Out of the District

All Standard School Choice applications shall be granted 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 average daily membership on October 1 of the immediately preceding year. By December 15 of each year, DESE shall determine and notify the District of the net number of allowable choice transfers. Students are not counted for the purpose of determining the three percent (3%) cap if the student transfers:

- Through Opportunity School Choice due to the school receiving a rating of "F" or a district classified as in need of Level 5 Intensive Support under A.C.A. § 6-18-227;
- Due to the district's identification of Facilities Distress under A.C.A. § 6-21-812; or
- Through the Foster Child School Choice under A.C.A. § 6-18-233.

If, prior to July 1, the District receives sufficient copies of requests from other districts for its students to transfer to other districts to trigger the three percent (3%) cap, it shall notify each district the District received Standard School Choice applications from 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. The District shall immediately notify all receiving districts if it should drop back below its three percent (3%) cap prior to July 1.

When the last successful application requesting to transfer out of the District before the District's three percent (3%) cap was triggered belonged to an individual who was a member of a group of siblings who applied to transfer out of the District, the District shall allow all members of the individual's sibling group to transfer out of the District even though these applications are beyond the District's transfer cap.

Facilities Distress School 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 facilities distress;
- The student is not required to meet the May 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” is defined as when the receiving school has reached the maximum student-to-teacher ratio allowed under federal or state law, the DESE Rules for the Standards for 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 may transfer from the student’s assigned school to another school in the District or from the student’s resident district into the District if:

- Either:
 - The student’s resident district has been classified by the state board as in need of Level 5 — intensive support; or
 - The student’s assigned school has a rating of "F"; and
- The student’s parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student’s request to transfer by no earlier than January 1 and no later than May 1 of the school year before the school year the student intends to transfer to both the sending and receiving school districts.

A student is not required to meet the May 1 application deadline if the student has a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base. The student may transfer at any time if the student’s application:

- a. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
- b. Includes the parent's or guardian's military transfer orders; and
- c. Includes the parent's or guardian's proof of residency on the military base.

Except for those students who are applying to transfer within the time permitted due to the student’s parent or guardians’ military service or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student’s resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer due to the student’s parent or guardian’s military service or seeking a transfer within the District, 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 rejected within fifteen (15) days from receipt of the student’s application. The notification shall be sent via First-Class Mail to the address on the application.

If the application is accepted, the notification letter shall state the deadline by which the student must enroll in the receiving school or the transfer will be null and void.

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection. A parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District’s decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

A student’s transfer under Opportunity School choice is effective at the beginning of the next school year and the student’s enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

The District may, but is not obligated to provide transportation to and from the transferring district.

Transfers out of, or within, the District

If a District school receives a rating of “F” or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents, guardians, or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

1. A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or
2. If there is more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of “F”, a public school within the District that is nearest to the student’s legal residence that does not have a rating of “F”; or
3. If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of “F”, a public school that does not have a rating of “F” within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.

Unsafe School Choice Program

Any student that becomes the victim of a violent criminal offense while in or on the grounds of a District school or who is attending a school classified by DESE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

SCHOOL PROPERTY

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

SEARCH AND SEIZURE

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

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

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

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

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

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

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

SEMESTER TEST EXEMPTION

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

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

Student gone for School Sponsored Activities (SA) will not have those days included in the determination of test exemption. This exemption policy also counts tardiness as absences (3 tardies = 1 absence).

POLICY FOR SEMESTER TESTING

- Student are not allowed to take semester tests before their designated semester test period unless exempted by the principal.
- Students are not permitted to leave designated areas during testing.
- **There are no semester tests for students in 7th and 8th Grade**

SMART CORE CURRICULUM POLICY AND GRADUATION REQUIREMENTS

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

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

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

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

SPECIAL EDUCATION

In accordance with the Individuals With Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

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 the state and federal statutes governing 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 students with disabilities. Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

STUDENT PARTICIPATION IN SURVEYS

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

- political affiliations;
- mental and psychological problems potentially embarrassing to the student or his family;
- sex behavior and attitudes;
- illegal, anti-social, self-incriminating, and demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;

- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

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

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

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

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

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

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

STUDENT SCHOOL RECORDS AND EDUCATIONAL RECORDS

Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parents 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) days¹ 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, or is already enrolled so long as the disclosure is for purposes related to the student's enrollment or transfer.

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 (hereinafter "PII") 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 PII 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 PII 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.²

For purposes of this policy, the Hector School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

If there exists a court order which directs that a parent not have access to a student or his records, the parent, 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.³

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 role (or the receipt of other types of honors), as well as

his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as personal identification number (PIN), password or other factor know or possessed only by the authorized user.

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.

The right to opt out of the disclosure of directory information under FERPA does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

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

PERMANENT RECORDS

Permanent school records, as required by the Division of Elementary and Secondary Education (DESE), 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.

STUDENT TRANSFERS

The Hector School District shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis 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 Division of Elementary and Secondary Education (DESE) 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 grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.³

Except as otherwise required or permitted by law,⁴ 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.

Student Media and the Distribution of Literature

The Superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

Definitions

“School-sponsored media” means all student media that are:

- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

“Student journalist” means a student who gathers, writes, edits, photographs, records, video tapes, or prepares information for dissemination in student media.

“Student media” means any means of communication that are:

- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- Prepared under the direction of a student media advisor.

“Student media” does not include media that is intended for distribution or transmission solely in the classroom in which it is produced.

“Student media advisor” means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

Student Media

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review 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 media 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. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is 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 media includes those that:
 - a. Are obscene as to minors;

- b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
- c. Constitute an unwarranted invasion of privacy as defined by state law;
- d. Suggest or urge the commission of unlawful acts on the school premises;
- e. Suggest or urge the violation of lawful school regulations;
- f. Scurrilously attacks ethnic, religious, or racial groups; or
- g. Harass, threaten, or intimidate a student.

Student Media on School Web Pages

Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:

- 1. Not contain any non-educational advertisements;
- 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 eighteen (18);
- 3. State that the views expressed are not necessarily those of the School Board or the employees of the district.

Student Distribution of Non-school Literature, Publications, and Materials

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

The school principal or designee shall establish reasonable regulations governing the time, place, and manner of student distribution of non-school-sponsored materials. 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 non-school-sponsored materials;
- 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 media 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.

NEWSPAPER

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

SCHOOL NEWSPAPERS AND OFFICIAL PUBLICATIONS

- 1. No Arkansas law exists which would prohibit students from establishing and maintaining a student or school newspaper, if this publication is to report school news.
- 2. Students have the right to write editorials.

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

YEARBOOK

The Hector School Yearbook is a hardbound volume published annually that provides an interesting account of the people, activities, and events that make up a year at the school. The staff is composed of students who are interested and motivated in producing a school year book. A number of useful skills may be learned under the supervision of the yearbook staff sponsor. Yearbooks are paid for in the spring and issued in the fall. Although the student staffer's yearbook grade is not included in determination of that student's G.P.A., it is a credit course of one credit per year.

TELEPHONES

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

POSSESSION AND USE OF 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, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan. This means that when a student is taking an AESAA 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 (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 shall 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. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

Students who use 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.

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.⁵

TESTING

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

ASVAB

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

ACT and ACT Aspire

Arkansas law requires that all public school students shall participate in a statewide program of educational assessments per Ark. Code Ann. §§ 6-15-419, 6-15-433, 6-15-2009. The Arkansas State Board of Education has adopted the ACT Aspire summative assessment for the 2016-2017 school year.

The ACT Aspire end-of-year summative assessment will be used to assess all Arkansas public school students in grades 3-10 unless they qualify for an alternate assessment. Each student will participate in English, reading, writing, math and science tests.

Quick Facts about ACT Aspire Summative Assessments

- Required for all students in grades 3-10
- Each student will be assessed in English, reading, math, science and writing
- 4 to 4 ½ hours total testing time per grade
- Accessibility features available for all students
- Accommodations available for qualifying students
- Students in grades 9 and 10 will receive a predicted score for the ACT

All Arkansas 11th grade students enrolled in a public or charter school will be given the opportunity to take the ACT during the spring of their junior year. The exam will be given at each student's school and can be used for all scholarship and college admittance purposes. The ACT multiple-choice tests are based on what students have learned in English, reading, math, and science. The ACT will be administered online or paper depending upon the school's choice

OTHER TESTS

The school administers a general interest inventory to students in grades 7-12 for use in individual counseling.

The school will administer, upon sufficient interest by the students, the PSAT (Preliminary Scholastic Aptitude Test) to students in grades nine, ten, and eleven, respectively, who are considering attending college upon graduation from high school.

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

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

TEXTBOOKS

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

TRANSFER BETWEEN SCHOOLS

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

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

Any student transferring from a school accredited by the Department of Education to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

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.

Except as otherwise required or permitted by law, 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.

TRANSPORTATION

AUTOMOBILES AND MOTORCYCLES

A parking sticker/hangtag must be purchased by each student who drives a vehicle to school. The cost will be \$3.00. The penalty for failing to obtain a sticker will be loss of driving privileges. The duration of the loss of driving privilege is at the discretion of the Principal. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

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

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

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

Driving to school is a privilege - not a right. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle. A valid on-campus parking permit must be in the possession of each student who drives to school. Parking sticker must be displayed in the window of a student's vehicle. Failure to abide by these policies or driving a vehicle in an unsafe or illegal manner will result in loss of campus driving privileges or other disciplinary actions.

BUS TRANSPORTATION

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

VIDEO SURVEILLANCE 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 15 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;² 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.

VISITORS- ADULTS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a

purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement.

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

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

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

MEAGHAN'S LAW (SEX OFFENDERS ON CAMPUS)

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

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

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

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

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

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

- The offender is a student attending school in the district;

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

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

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

VISITORS- STUDENTS

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the permission of the school principal and all visitors must first register at the office.

VOLUNTEERS

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

INTERNET AND OTHER MOBILE DEVICE NETWORKS ACCEPTABLE USE AND INTERNET SAFETY POLICY

The Hector Public School District is pleased to make available to students and staff access to interconnected computer systems within the district and to the Internet, the worldwide network that provides access to significant educational materials and opportunities.

In order for the school district to ensure the continued accessibility of its computer network and the Internet, all students and staff must take responsibility for appropriate and lawful use of this access. Students and staff must understand that one person's misuse of the network and Internet access may jeopardize the ability of all students and staff to enjoy such access. While the school's teachers and other staff will make reasonable efforts to supervise student use of network and Internet access, they must have student cooperation in exercising and promoting responsible use of this access.

Below is the Acceptable Use and Internet Safety Policy. Upon reviewing, signing, and returning this policy as directed, each student and staff member agrees to follow the policy and will be given the opportunity to enjoy Internet access at school. If a student is under 18 years of age, he or she must have his or her parent or guardian read and sign the policy. The school district shall not provide access to any student who, if 18 or older, fails to sign and submit the policy to the school as directed or, if under 18, does not return the policy as directed with the signatures of the student and his/her parent or guardian.

Listed below are the provisions of the agreement regarding computer network and Internet use. The district has designated a staff member to whom users may direct questions. If any user violates this policy, the user's access will be denied or withdrawn, and the user may be subject to additional disciplinary action.

Terms of HSD Laptop/Mobile Device Use Agreement

Terms:

You may purchase a nonrefundable annual insurance policy fee of \$30.00 for the first student and \$25.00 for each sibling thereafter, on or before taking possession of the property. This insurance policy includes a \$50.00 deductible for loss, theft, or damage beyond repair of the property. You will comply at all times with the Hector School District's Student/Parent Laptop/Mobile Device Handbook and Acceptable Use Policy, incorporated herein by reference and made a part hereof for all purposes. Any failure to comply may terminate your rights of possession immediately and the District may repossess the property.

If you choose not to participate in the insurance policy, you will be financially responsible for the entire cost or repair of the Laptop/Mobile Device.

Title:

Legal title to the property is the District and shall at all times remain in the District. Your right of possession and use is limited to and conditioned upon your full and complete compliance with this Agreement and the Parent/Student Laptop/Mobile Device Handbook.

Terminology:

Laptop/Mobile Device can include laptops, phones, Netbook/mobile devices, iPad, cameras and any electronic device considered mobile.

Loss or Damage:

Loss, theft or damage beyond repair of the property must be reported to the District by the next school day after the occurrence. In case of theft, vandalism or other criminal acts, a police report **MUST** be filed by the student or parent within 48 hours of the occurrence and a copy of the police report must be brought to the school by the next school day. Students/Parents are reminded that the act of filing a false police report or false insurance claim is a felony. Students whose laptop/mobile device has been damaged beyond repair must return the damaged laptop/mobile device before a new one is issued. If a laptop/mobile device is stolen and the student reports the theft (by the next school day) and a police report is filed, then the student will be charged the \$50.00 deductible. If the property is damaged and it is determined by us that you were not negligent in any way, you will not be held liable for the deductible or replacement of the laptop if it is

determined by us however that the damage was a direct result of negligence or mistreatment, you may be held liable and charged the price of the Laptop/Mobile Device or repair of the Device.

The cost from loss, deliberate damage or neglect of mobile devices will be the responsibility of the Student/Parent.

Repossession:

If you do not timely and fully comply with all terms of this Agreement and the Parent/Student Laptop/Mobile Device Handbook, including the timely return of the property, the District shall be entitled to declare you in default and come to your place of residence, or other location of the property, to take possession of the property.

Term of Agreement:

Your right to use and possession of the property terminates no later than the last day of the school year unless earlier terminated by the District or upon withdrawal from the District.

Appropriation:

Your failure to timely return the property and the continued use of it for non-school purposes without the District's consent may be considered unlawful appropriation of the District's property.

Use of Laptop/Mobile Device on the District Network

Hector School District is committed to the importance of a student being able to continue with his work when his/her laptop/mobile device is experiencing problems. To assist with this problem the District is providing the following:

Student Network Drives

The students will have a network drive setup from their login. Students can save important items on this network drive, keeping a backup that they can access from anywhere on the network.

Laptop/Mobile Device In For Repair

From time to time, students may need to turn their laptop/mobile device in to the School's Technology Center for repair. Our goal as a district is to get the repairs completed and return the mobile device back to the students as soon as possible.

Internet Safety

There are many sites on the Internet that can be potentially dangerous to minors. These sites are blocked with the District content filter while students are logged on to the District network, but may be unprotected outside of school. Students are in violation of district policy if they access these sites through proxies. Parents may want to restrict their home Internet access. To find more information about Internet safety, go to www.isafe.org.

General Laptop/Mobile Device Rules

Inappropriate Content & Graffiti

- Inappropriate content will not be allowed on laptops.
- Presence of weapons, pornographic materials, inappropriate language, alcohol, drug, and gang related symbols or pictures will result in disciplinary actions.
- If plastic parts of laptop are damaged beyond repair, students will be charged for replacement parts.

Sound

- Sound will be muted at all times unless permission is obtained from the teacher for instructional purposes.

Deleting Files

- Do not delete any folders or files that you did not create or that you do not recognize. Deletion of certain files will result in a computer failure and will interfere with your ability to complete class work and may affect your grades.

No Loaning or Borrowing Laptops/Mobile Device

- Do not loan laptops/mobile devices to other students.
- Do not borrow a laptop/mobile device from another student.
- Do **NOT** share passwords or usernames.

Music, Videos, Games, or Programs

- All software loaded on the system must be District approved.
- Music, videos and games may not be downloaded or streamed over the Internet. This may be a violation of copyright laws.
- Illegal downloading and distribution of copyrighted works are serious offenses that carry with them the risk of substantial monetary damages and, in some cases, criminal prosecution.
- Copyright infringement also violates the District's Internet Service Provider's terms of service and could lead to limitation or suspension of the District's Internet services.
- Students found with illegal files on their computer, will have their laptop/mobile device confiscated and re-imaged.

Unauthorized Access

- Access to another person's account or computer without their consent or knowledge is considered hacking and is unacceptable.

Transporting Laptops/Mobile Devices

- To prevent hard drive damage, laptops/mobile devices should be shut down between classes.

E-Mail

- E-mail should be used for educational or administrative purposes only.
- E-mail transmissions, stored data, transmitted data, or any other use of the District's computer online services by students, employees, or any other user shall not be considered confidential and may be monitored at any time by designated staff to ensure appropriate use.
- All e-mail and all e-mail contents are property of the District.

Personal Responsibility

By signing this policy, the user agrees not only to follow the rules in this policy, but also to report any misuse of the network to the person designated by the school for such reporting. Misuse means any violations of this policy or any other use that is not authorized under this policy, and having the effect of harming another or his or her property.

Term of the Permitted Use

A student or staff member who submits to the school, as directed a properly signed policy and follows the policy to which she or he has agreed will have computer network and Internet access during the course of the school year only. Students and staff will be asked to sign a new policy each year during which they are students or staff members in the school district before they are given an access account.

Acceptable Uses

1. Educational Purposes Only. The school district is providing access to its computer networks and the Internet for educational purposes *only*. If the user has any doubt about whether a contemplated activity is educational, the user may consult with the person(s) designated by the school to help decide if a use is appropriate.

2. Unacceptable Uses of Network. Among the uses that are considered unacceptable and which constitute a violation of this policy are the following:

a) Uses that violate the law or encourage others to violate the law. Do not transmit offensive or harassing messages; offer for sale or use any substance the possession or use of which is prohibited by the school district's student discipline policy; view, transmit or download pornographic materials or materials that encourage others to violate the law; intrude into the networks or Netbook/mobile devices of others; and download or transmit confidential, trade secret information, or copyrighted materials. Even if materials on the networks are not marked with the copyright symbol, the user should assume that all materials are protected unless there is explicit permission on the materials to use them.

b) Uses that cause harm to others or damage to their property. For example, do not engage in defamation

(harming another's reputation by lies); employ another's password or some other user identifier that misleads message recipients into believing that someone other than the user is communicating or otherwise using his/her access to the network or the Internet; upload a worm, virus, —Trojan horse,|| —time bomb,|| or other harmful form of programming or vandalism; participate in —hacking|| activities or any form of unauthorized access to other computers, networks, or information systems.

c) Uses that jeopardize the security of student and staff access and of the computer network or other networks on the Internet. For example, do not disclose or share your password with others; do not impersonate another user.

d) Uses that are commercial transactions. Students, staff, and other users may not sell or buy anything over the Internet. The user should not give others private information about the user or others, including credit card numbers and social security numbers.

3. Netiquette. All users must abide by rules of network etiquette, which include the following:

a) Be polite. Use appropriate language. No swearing, vulgarities, suggestive, obscene, belligerent, or threatening language.

b) Avoid language and uses that may be offensive to other users. Do not use access to make, distribute, or redistribute jokes, stories, or other material that is based upon slurs or stereotypes relating to race, gender, ethnicity, nationality, religion, or sexual orientation.

c) Do not assume that a sender of e-mail is giving his or her permission for the user to forward or redistribute the message to third parties or to give his/her e-mail address to third parties. This should be done only with permission or when the user knows that the individual would have no objection.

d) Be considerate when sending attachments with e-mail (where this is permitted). Be sure that the file is not too large to be accommodated by the recipient's system and is in a format that the recipient can open.

4. Cyber Bullying - Cyber bullying is when one or more people intentionally harm, harass, intimidate, or reject another person using technology. This includes but is not limited to the following:

a) Sending mean or threatening messages via email, IM (instant messaging), or text messages.

b) Spreading rumors about others through email, IM, or text messages.

c) Creating a Web site or MySpace (or other social-networking) account that targets another student or other person(s).

d) Sharing fake or embarrassing photos or videos of someone with others via a cell phone or the Web.

e) Stealing another person's login and password to send mean or embarrassing messages from his or her account.

It shall be the policy of Hector Public Schools that cyber bullying will not be tolerated under any circumstances. A student caught violating this policy will lose computer privileges and these actions may result in further disciplinary action including suspension or expulsion from school of the student(s) involved. In addition, violators and their parents/guardians may be subject to civil and/or criminal penalties as specified by Arkansas and/or federal law.

Internet Safety

1. General Warning: Individual Responsibility of Parents and Users. All student users and their parents/guardians are advised that access to the electronic network may include the potential for access to materials inappropriate for school-aged students. Every user must take responsibility for his or her use of

the computer network and Internet and stay away from these sites. Parents of minors are the best guides to materials to shun. If a student or staff member finds that other users are visiting offensive or harmful sites, he or she should report such use to the appropriate school designee.

2. Personal Safety. Be safe. In using the netbook/mobile device network and Internet, the user should not reveal personal information such as the user's home address or telephone number. The user should not use his/her real last name or any other information which might allow a person to locate the user without first obtaining the permission of a supervising teacher. Do not arrange a face-to-face meeting with someone —metl on the netbook/mobile device network or Internet without a parent's permission (if the user is under the age of 18). Regardless of the user's age, the user should never agree to meet a person the user has only communicated with on the Internet in a secluded place or in a private setting.

3. —Hacking and Other Illegal Activities. It is a violation of this policy to use the school's computer network or the Internet to gain unauthorized access to other computers or computer systems, or to attempt to gain such unauthorized access. Any use which violates state or federal law relating to copyright, trade secrets, the distribution of obscene or pornographic materials, or which violates any other applicable law or municipal ordinance, is strictly prohibited.

4. Confidentiality of Student Information. Personally identifiable information concerning students may not be disclosed or used in any way on the Internet without the permission of a parent or guardian or, if the student is 18 or over, the permission of the student. Users should never give out private or confidential information about themselves or others on the Internet, particularly credit card numbers and Social Security numbers. A supervising teacher or administrator may authorize the release of directory information, as defined by law, for internal administrative purposes or approved educational projects and activities.

5. Active Restriction Measures. The school will utilize filtering software or other technologies to prevent users from accessing visual depictions that are (1) obscene, (2) pornographic, or (3) harmful to minors. We are using state of Arkansas filtering system and M86 for our technology protection measure (internet filtering software) to ensure that users are not accessing such depictions or any other material that is inappropriate for minors.

Internet filtering software or other technology-based protection systems may be disabled by a supervising teacher or school administrator, as necessary, for purposes of bona fide research or other educational projects.

Privacy

Network and Internet access is provided as a tool for the user's education. The school district reserves the right to monitor, inspect, copy, review, and store at any time and without prior notice any and all usage of the computer network and Internet access and any and all information transmitted or received in connection with such usage. All such information files shall be and remain the property of the school district and no user shall have any expectation of privacy regarding such materials.

Failure to Follow Policy

The user's use of the computer network and Internet is a privilege, not a right. A user who violates this policy, shall at a minimum, have his or her access to the computer network and Internet terminated, which the school district may refuse to reinstate for the remainder of the student's enrollment or the staff member's employment in the school district. A user violates this policy by their own action or by failing to report any violations by other users that come to the attention of the user. Further, a user violates this policy if he or she permits another to use his or her account or password to access the computer network and Internet, including any user whose access has been denied or terminated. The school district may also take other disciplinary action in such circumstances.

Warranties/Indemnification

The school district makes no warranties of any kind, either express or implied, in connection with its provision of access to and use of its computer networks and the Internet provided under this policy. It shall not be responsible for any claims, losses, damages, or costs (including attorney's fees) of any kind suffered, directly or indirectly, by any user (or his or her parents or guardian) arising out of the user's use of its computer networks or the Internet under this policy. By signing this policy, users are taking full responsibility for their own use, and the user who is 18 or older or the parent(s) or guardian(s) of a minor student are agreeing to indemnify and hold the school, the school district, and all of their administrators,

teachers, and staff harmless from any and all loss, costs, claims, or damages resulting from the user's access to its computer network and the Internet, including but not limited to any fees or charges incurred through purchases of goods or services by the user. The user or the parent(s) or guardian(s) of a minor student agree to cooperate with the school in the event of the school's initiating an investigation of a user's use of his or her access to its computer network and the Internet, whether that use is on a school computer or on another computer outside the school district's network.

Updates

Users, and if appropriate, their parents/guardians, may be asked from time to time to provide new or additional registration and account information or to sign a new policy reflecting developments in the law or technology or changes in district policy. Such information must be provided by the user (or his/her parents or guardian) or such new policy must be signed if the user wishes to continue to receive service. If after account information is provided, some or all of the information changes, the user must notify the person designated by the school to receive such information.

CODE OF CONDUCT FOR INTERNET AND OTHER COMPUTER NETWORK ACCESS

The purpose of providing Internet and other computer network access in this district is to promote the exchange of information and ideas with the global community. The following represents a guide to the acceptable use of the technology provided by this district. All network use must be consistent with the policies and goals of this school district. Inappropriate use of district technology will result in the loss of technology use, disciplinary action, and/or referral to legal authorities. The district may monitor use of district technology at any time. All Internet and computer network users are hereby informed that there shall be no expectations of privacy in that school official may monitor users at any time.

All Internet and other computer network users will be expected to abide by the generally accepted rules of network etiquette. These include, but are not limited to, the following:

1. Be polite. Messages should not be abusive to others.
2. Take pride in communications. Check spelling and grammar.
3. Use appropriate language. Do not swear or use vulgarities or any other inappropriate language, symbols, or pictures.
4. Protect password confidentiality. Passwords are not to be shared with others. Using another user's account or password or allowing such access by another may be permitted only with the approval of the supervising teacher or system administrator.
5. Do not reveal your personal address or telephone number or those of other persons. No student information protected by FERPA should be electronically transmitted or otherwise disseminated through the network.
6. Do not disguise the point of origin or transmission of electronic mail.
7. Do not send messages that contain false, malicious, or misleading information that may be injurious to a person or a person's property.
8. Illegal activities are strictly prohibited: transferring offensive or harassing messages; offering for sale or use any substance the possession or use of which is prohibited by the school district's staff and student policies; viewing, transmitting, or downloading pornographic materials or materials that encourage others to violate the law; intruding into the networks or computers of others; and downloading or transmitting confidential, trade secret information, or copyrighted materials.
9. The district technology is not to be used for playing multi-user or other network intensive games, commercial ventures, Internet relay chat lines, or downloading excessively large files.
10. No charges for services, products, or information are to be incurred without appropriate permission.
11. Do not use the network in such a way that you would disrupt the use of the network by other users.
12. Users shall respect the privacy of others and not read the mail or files of others without their permission. Copyright and licensing laws will not be intentionally violated.
13. Vandalism will result in cancellation of privileges. Vandalism is defined as any malicious attempt to harm or destroy hardware, data of another user, Internet, or any other agencies or other networks that may be accessed. This includes, but is not limited to, the uploading or creation of computer viruses.
14. Report security problems to the supervising teacher or system administrator.
15. Violators of this policy shall hold the district, including its employees and agents, harmless against any and all causes of action, damages, or other liability resulting from the willful or negligent violation of this

policy.

INTERNET FILTERING REGULATION

Hector Schools utilizes state of Arkansas filtering system and Lightspeed MDM hardware for Internet filtering and Internet usage reporting while the student is at school. However, please keep in mind the Internet changes rapidly, making it impossible to filter all objectionable sites. Therefore, the staff role in supervising and monitoring student access to the Internet is critical. Additionally, staff members have the responsibility to monitor their own navigation on the Internet to avoid undesirable sites.

Filtering should be viewed as only one of a number of techniques used to manage student access to the Internet and encourage acceptable usage. Filtering should not be viewed as a foolproof approach to preventing access to inappropriate material and should be used in conjunction with:

1. Educating students to be "Internet smart;"
2. Using recognized Internet gateways as a searching tool and/or homepage for students, in order to facilitate access to appropriate material;
3. Using "Acceptable Use Agreements;"
4. Using behavior management practices for which Internet access privileges can be earned or lost; and
5. Appropriate supervision, either in person and/or electronically.

The placement of filters on district Laptops/Mobile Device systems is viewed as an exercise of the board's ability to determine educational suitability of all material used in the schools.

Filters may be utilized with district schools to (1) block pre-selected sites, (2) block by word, (3) block entire categories like chat and newsgroups, and (4) through a pre-selected list of approved sites.

Procedure for Suggesting Sites be blocked

If district staff members observe a site that they believe to contain inappropriate material according to the above criteria, they may request that the site (URL) be blocked. Education Technology staff will review the site for inappropriateness. If the site meets the criteria for filtering, steps will be taken to block the site.

GENERAL USE AND CARE OF THE COMPUTERS

1. Students are expected to treat their Laptop/Mobile Device with care and respect. The Laptop/Mobile Device should be kept clean and free of marks at all times. No stickers, writing, drawing, engraving, decorations or otherwise defacing the Laptop/Mobile Device, power cords, battery, or otherwise defacing the school property will be allowed and will result in loss of privileges.
2. Students should protect their Laptop/Mobile Device from extreme heat or cold. Laptops/Mobile Devices should be protected from the weather, water or other liquid, food, and pets.
3. Heavy objects should never be placed or stacked on top of the Laptop/Mobile Devices (this includes books, musical instruments, sports equipment, etc.).
4. Students should not use their Laptop/Mobile Device while walking. Always use computers on a stable surface.
5. Any inappropriate or careless use of a Laptop/Mobile Device should be reported to a teacher or other staff member immediately.
6. Students are responsible for saving and backing up their data. Hector Public Schools will not be held responsible for lost data.
7. The Laptop/Mobile Device should never be left unsupervised. Students and parents/guardians are responsible if a Laptop/Mobile Device is stolen.

8. The Laptop/Mobile Device and battery are subject to inspection at any time without notice.
9. Students are not allowed to download or install any software or other materials without permission from the District Technology Directors.
10. Student work should be saved to the Hector Public Schools onsite server. All teachers and students will have access to a network folder for saving all projects.

COMPUTER USE AT SCHOOL

1. Students should never swap or share their Laptop/Mobile Device with another student.
2. Students should never share their password with another student. Passwords should be kept confidential.
3. Students have permission to take their Laptop/Mobile Device home and are responsible for bringing their Laptop/Mobile Device, fully charged, to school each day. Failure to have your assigned Device in class is the same as not having your assigned textbook or homework. A replacement Laptop/Mobile Device will only be given at the discretion of the administrator or teacher. Students will be responsible for completing all work at home when they fail to complete it at school due to not having their device.
4. If the Laptop/Mobile Device is damaged or not working properly, it must be turned in to the designated location for repair or replacement.
5. Students will be offered access to another school Laptop/Mobile Device if their Laptop/Mobile Device is lost, stolen, or is being repaired.

However, if a student continually leaves his/her laptop/mobile device at home, disciplinary action may be taken.

In result of a violation of Hector's Laptop/Mobile Device policy, one or more of the following disciplinary actions may be taken:

1. Removal of Laptop/Mobile Device
2. Parent contact
3. Loss of computer rights
4. In-school suspension
5. Suspension
6. Notification of outside authority/police (charges filed if appropriate)
7. Administrator's discretion
8. Expulsion

COMPUTER USE AT HOME

1. Students will not be allowed to take their laptop/mobile device home without their parent/guardians signing the Acceptable Use Contract.
 2. Students are responsible for recharging their Laptop/Mobile Device at home on a daily basis.
 3. If the Laptop/Mobile Device is damaged or not working properly, it must be turned in to Hector Public Schools for repair or replacement.
- Students who leave the district must return their Laptop/Mobile Device to the district before leaving. Laptop/Mobile Devices not returned will be reported to Hector Police Department as stolen and charges will be filed.

DAMAGE, INSURANCE, AND INVENTORY CONTROL

Due to financial constraints, Hector Public Schools concluded that it would be most effective to only insure the devices and not provide tracking software. The insurance we have will provide complete protection against loss, theft, or irreparable damage. Computer failure related to hardware/software issues will be covered by the manufacturer's warranty. A replacement computer will be issued, if available, while repairs are being made. Students/Guardians/Teachers are not authorized to attempt repairs themselves or contract with any other individual or business for the repair of the computer.

Intentional damage will be considered vandalism. In this case, full repair or replacement cost of the computer will be charged and further disciplinary action may be taken.

If a Laptop/Mobile Device is lost or stolen, school administration should be contacted and a report must be filed with the Hector Police Department within 48 hours. If a report is not filed with the proper authorities, a replacement computer will not be issued until full replacement cost is paid.

Upon completion of training and usage agreement contracts, each student will be issued a Laptop/Mobile Device. The Laptop/Mobile Device will be —checked outl in much the same fashion as a library book using scanned barcodes according to computer serial number, battery serial number, and power adapter serial number. The student is responsible for all equipment checked out in his/her name. Therefore, students are not to exchange Laptop/Mobile Devices, batteries, or power adapters.

At the conclusion of each school year, students will be required to check in their Laptop/Mobile Device. Laptops/Mobile Devices will be inspected by the Technology Department at this time. Students will be expected to check in the same serial numbered equipment as originally checked out unless replacement equipment has been issued by the technology department.

BELL SCHEDULE

Hector High School 2022-2023 Bell Schedule

Grades 5-8

Breakfast	7:40-7:55
1st Period	7:55-8:44
2nd Period	8:44-9:33
3rd Period	9:37-10:26
4th Period	10:30-11:18
Lunch	11:18-11:48
5th Period	11:48-12:37
6th Period	12:41-1:30
7th Period	1:34-2:23
8th Period	2:28-3:16

Grades 9-12

1st Period	7:45-8:34
Breakfast	8:34-8:49
2nd Period	8:49-9:38
3rd Period	9:42-10:31
4th Period	10:35-11:24
5th Period	11:27-12:14
Lunch	12:14-12:44
6th Period	12:45-1:34
7th Period	1:38-2:27
8th Period	2:31-3:20

2022-2023 CLASS AND CLUB SPONSORS

9 th GRADE	Sumners, Fruechting, Taylor
10 th GRADE	Savage, Heinzen, Hamilton
11 th GRADE	Dixson, Turney, Reid
12 th GRADE	K. Stroud, J. Riley, Charton
Beta	K. Stroud, Reid
Drama	K. Stroud
F.B.L.A.	J. Stroud
Fire Marshals	R. Riley
Gifted and Talented	Muncy
Student Council	Simpson
FFA	Treat
Yearbook	Heinzen
FCCLA	Savage

HOMEROOM ASSIGNMENTS

FRESHMEN- CLASS of 2026	Fruechting
SOPHOMORES- CLASS of 2025	Savage
JUNIORS- Class of 2024	Reid
SENIORS- Class of 2023	K. Stroud

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

Name: _____

Date submitted: _____

Media Center material being contested:

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

What is your proposed resolution?

Signature of
Principal _____

Signature of Superintendent (if appealed)

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 Hector School District of directory information, as defined in Policy No. 4.13 (Privacy of Students' Records), concerning the student named below. The district is required to continue to honor any signed opt-out form for any student no longer in attendance at the district.

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

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

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

Deny disclosure to military recruiters _____

Deny disclosure to Institutions of postsecondary education _____

Deny disclosure to Potential employers _____

Deny disclosure to all public and school sources _____

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

Deny disclosure to all public sources _____

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

Name of student (Printed)

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

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

4.35F6—STRESS AND EMERGENCY DOSE MEDICATION ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year 2022-2023. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The school has developed an individual health plan (IHP) acknowledging that my child has been diagnosed as suffering from adrenal insufficiency. The IHP authorizes the school nurse to administer a stress or emergency dose medication to my child in an emergency situation.

Date of physician's order _____

Circumstances under which the stress or emergency dose medication may be administered

Other instructions

In the absence of the nurse, trained volunteer district personnel may administer a stress dose or emergency dose medication to my child in an emergency situation.

I hereby authorize the school nurse to administer a stress or emergency dose medication to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the stress or emergency dose medication to my child in an emergency situation. I will supply the stress or emergency dose medication to the school nurse in the original container 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, possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

I acknowledge that the District, its Board of Directors, its employees, or an agent of the District, including a healthcare professional who trained volunteer school personnel designated as care providers shall not be liable for any damages resulting from his/her actions or inactions in the administration of the stress or emergency dose medication in accordance with this consent form and the IHP.

Parent or legal guardian signature _____

Date _____

4.35F7—STRESS DOSE MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year 2022-2023 This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes schools.

The following must be provided for the student to be eligible to self-administer a stress dose medication. Eligibility is **only** valid for this school for the current academic year.

- a written statement from a licensed health-care provider who has prescriptive privileges that he/she has prescribed the stress dose medication for the student and that the student needs to carry the medication on his/her person due to a medical condition;
- the specific medications prescribed for the student;
- an individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing adrenal insufficiency of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student:
 - Possesses the skill and responsibility necessary to use and administer the stress dose medication; and
 - Has been instructed on the details of his or her medical condition and the events that may lead to an adrenal crisis.

If the school nurse is available, the student shall demonstrate his/her skill level in administering the stress dose medication to the nurse.

Stress dose medication for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry stress dose medication shall also provide the school nurse with a dose of the stress dose medication to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication included on this form while on school grounds and at school sponsored events but that distribution of the medication included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature _____ Date _____