

STAR CITY HIGH SCHOOL

ACADEMIC PLANNING/STUDENT HANDBOOK

2020-2021



ADMINISTRATION:

Jordan Frizzell — Superintendent
Lezeme Winn — Principal
Ashley Hawkins — Assistant Principal

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www.starcityschools.com

Principal's Message

Dear Students and Parents,

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

Please refer to the information found in this book and the “Five Year Education Plan” to guide your course selection.

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

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

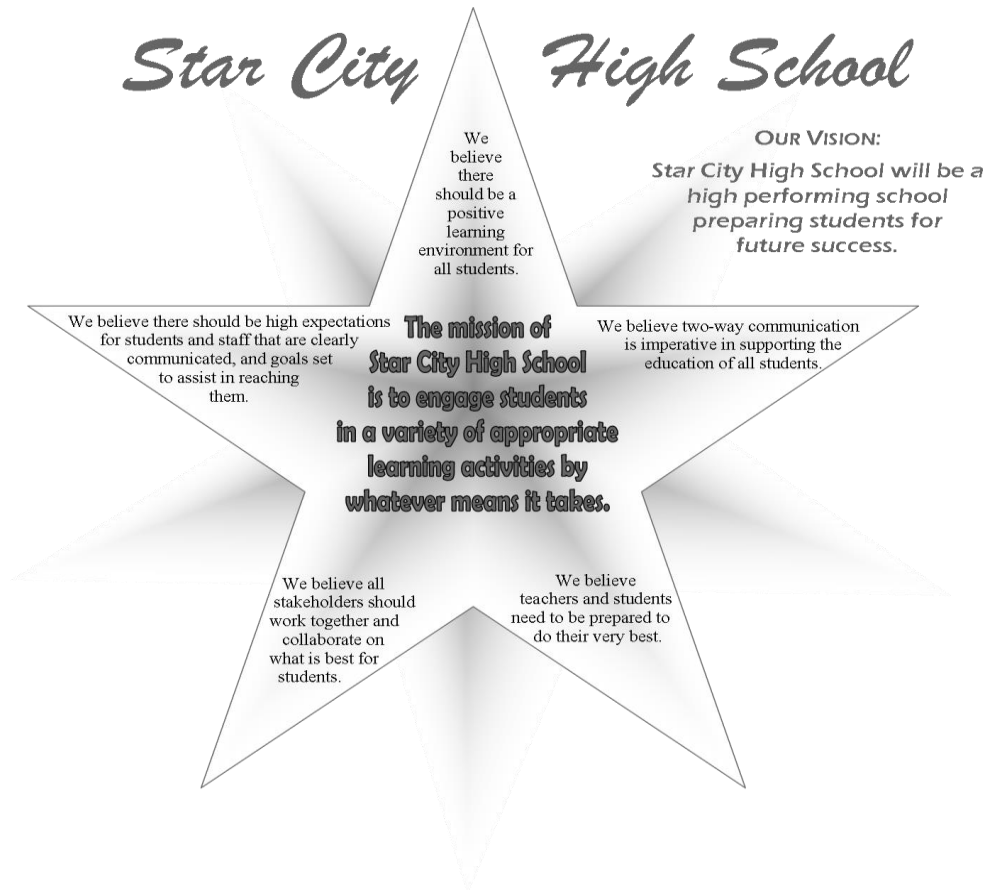
The Academic Planning Guide/Student Handbook is one tool to help you realize your full potential. Please keep this guide as a reference throughout your school year. In addition to academics, I encourage you to participate in extracurricular activities and athletic programs. There are many ways to get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

Lezeme Winn
Principal
Star City High School

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Star City High School Mission/Vision



Priorities

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

Commitments

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

Characteristics of the Ideal Graduate

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

A Complex Thinker Who:

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

An Effective Communicator Who:

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

A Responsible Citizen Who:

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

An Ethical Person Who:

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

A Self-Directed Individual Who:

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

A Quality Worker Who:

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

Board of Education

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

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

Board Of Education:

Board of Education members are: President Charles Knight, Vice President Taylor Grayson, Secretary Vivian Finney, Logan Ramin, Jim Haley, Steven Stone, and Summer McGhee.

Administration:

The Superintendent is supported by a leadership team composed of District Administration, Principal, and Assistant Principal. Please see page 6 of this handbook for a complete list of administrators and their contact information.

TO THE STUDENT:

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

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

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

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

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

WHO OWNS THIS SCHOOL?

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

THE STUDENT'S CREED

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

Star City High School Calendar

Star City School District Calendar
2020-2021
Board Approved June 22, 2020

August 24	First Day of School
September 7	Labor Day
September 21	All Virtual Learning Day
September 21	Parent/Teacher Conference (12:30 pm-6:30 pm)
October 13	End of 1 st Quarter
October 30	Fall Break
November 23-27	Thanksgiving Break
December 18	End of 2 nd Quarter
December 18	Dismiss at 2:00
December 21-January 1	Christmas Break
January 18	Martin Luther King Holiday
February 15	President's Day Holiday
February 16	All Virtual Learning Day
February 18	Parent/Teacher Conference (12:30 pm-6:30 pm)
March 12	End of 3 rd Quarter
March 22-26	Spring Break
April 2	Good Friday Holiday
May 27	End of 4 th Quarter
May 31	Memorial Day
June 3	Last Day for Students (Dismiss at 2:00)
April 2, May 28, June 4, 7, 8	Make-up Days

Star City High School Directory

Main Switchboard: 1-866-446-3647

SUPERINTENDENT

Jordan Frizzell

Assistant Superintendent

Gina Richard

PRINCIPAL

Lezeme Winn

ASSISTANT PRINCIPAL

Ashley Hawkins

COUNSELOR

Emilee Dutton

DIRECTOR OF ATHLETICS

Randy Raley

LEA SUPERVISOR

Jeri Farabough

DISTRICT TECHNOLOGY COORDINATOR

Randy Newton

DISTRICT TRANSPORTATION SUPERVISOR

Jesse Jackson

General



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

Information



General Information

ABOUT STAR CITY HIGH

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

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

ANIMALS

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

ASSEMBLIES

Assemblies are regularly scheduled part of the curriculum and as such, are designed to be educational, as well as entertaining, experiences. They provide one of the few opportunities in school to learn appropriate audience behavior. Regardless of the type of program, courtesy demands that the student body be respectful and appreciative. In live entertainment, unlike radio, television, or movies, the performers are very conscious of their audience. Talking whispering, whistling, stomping of feet and booing are discourteous. Yelling is appropriate only at pep assemblies.

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

CAFETERIA (MEAL) PAYMENT AND CHARGES

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

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

CELL PHONES AND ELECTRONIC COMMUNICATION DEVICES

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

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

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

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

The penalties will be as follows:

- 1st Offense – Verbal Reprimand
- 2nd Offense – 1 day of detention hall
- 3rd Offense – 3 days of detention hall
- 4th Offense- 5 days of detention hall
- 5th Offense- 1 day of ISS
- * Additional offenses –3 days of ISS

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

CHECKING OUT

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

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

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

Any teacher, school official, school counselor, social worker, or day care center worker who has reasonable cause to suspect that a child has been subjected to maltreatment or that a child has died as a result of maltreatment or observes a child subjected to conditions or circumstances which would reasonably result in maltreatment shall immediately notify the area child abuse hotline.

Certified Counselors in public schools are added to the list of persons to whom child abuse records may be disclosed. Counselors must



General Information

treat disclosed information as confidential. Effective 7/3/89 (Instructional Services). **Any school employee is legally responsible to report child abuse and/or neglect to the proper authorities.**

COLLECTING MONEY

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

COMMUNITY RELATIONS

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

School Messenger:

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

The Bulldog Times:

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

School Way App:

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

DEBTS

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

DISCRIMINATION DISCLAIMER

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

EMERGENCY SCHOOL CLOSING

The superintendent is empowered to close the schools or to dismiss students early in the event of hazardous weather or other emergencies which threaten the safety or health of students or staff members. It is understood that the superintendent will take such action only after

consultation with transportation and weather authorities. Parents/guardians will receive an automated phone message by 6:30 a.m. for full-day school closings. Information will also be posted at www.starcityschools.com by 6:30 a.m. In addition, information about school closings can be heard by tuning to Channel 7 and 11 News.

EMERGENCY PROCEDURES/EVACUATIONS

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

ELIMINATION OF DISCRIMINATION

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

EMERGENCY DRILLS

Fire Drills

Fire drills are conducted once each month. Students are to evacuate the building rapidly and quietly according to the evacuation chart in the room. Students are under the control of their teachers at all times during drills.

Storm Drills

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

Earthquake Drill

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

FACILITIES

General Computer Laboratories

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

Library

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



General Information

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

FOOD AND NUTRITION SERVICES

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

Prepayment:

The online lunch payment system is the easiest way for parents to add money to their student's lunch account. Simply use the online registration code and password to log into the secure website at <https://www.myschoolbucks.com>

If you have forgotten your online registration code and password, please call (870) 628-4111 for assistance.

Free Lunch Program:

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

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

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

HALLWAY TRAFFIC

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

HOMELESS LIAISON

The Homeless Liaison for Star City High School is the Director of Student Services who can be contacted at (870) 628-4237.

LEAVING THE ROOM

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

LOCATION

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

MAINTENANCE AND DESTRUCTION

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

NON-CUSTODIAL PARENTS

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

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

ONLINE SERVICES FOR PARENTS

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

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

PARENT INVOLVEMENT

Statement of Purpose:

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

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

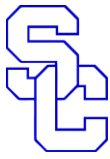
Strategies

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

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

Strategies

- Follow the District LEP Plan to assess possible LEP students and communicate with parents regarding this process.



General Information

- Coordinate with various agencies to assist parents of LEP students.
- Provide, whenever possible, pertinent school information in the parents' native language.

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

Strategies

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

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

Strategies

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

PETITIONS

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

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

QUESTIONS

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

RESIDENCY

See District Policy 4.1 and 4.5.

RESTROOMS

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

SCHOOL PUBLICATIONS

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

SECURITY

Entrance to the building for parents and visitors:

Star City High School has a new procedure for entering the main building for parents and visitors. This is important for the safety and wellbeing of not only our students, but also our staff, faculty, and any visitors to the building that we may have at any given time.

Parents and visitors must enter the main building through the front doors. There you will find yourself in a vestibule that provides access to the office through a safety window. The office secretary will be able to take any information that is necessary at that time. If entrance into the building is required, after checking the parent or visitor in, the office secretary will buzz the parent or visitor into the building.

Access to the building will be through the safety doors that have been installed. These doors are safety doors that require the office secretary to "buzz in" any individual wishing access to the building. Parents and visitors should not be on campus without going through the main office, even to the gymnasium or field house. Any individual who does not have a visitor pass will be questioned by school personnel or the School Resource Officer. Thank you for your cooperation in keeping our students safe.

WIRELESS INTERNET

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

Academic



Planning

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

Five-Year Education Plan

Year 1 - Grade 9	
1st Semester	2nd Semester
1. Pre AP English 9	1. Pre AP English 9
2. Pre AP Algebra	2. Pre AP Algebra
3. Pre AP Science	3. Pre AP Science
4. Pre AP Civics/Econ	4. Pre AP Civics/Econ
5. P.E./Health	5. PE/Health
6.	6.
7.	7.
8.	8.

Year 2 - Grade 10	
1st Semester	2nd Semester
1. Pre AP English 10	1. Pre AP English 10
2. Pre AP Geometry	2. Pre AP Geometry 2.
3. Pre AP Biology	3. Pre AP Biology
4. AP or Pre AP World History	4. AP or Pre AP World History
5..	5.
6.	6.
7.	7.
8.	8.

Year 3 - Grade 11	
1st Semester	2nd Semester
1. AP Language Arts or English 11	1. AP Language Arts or English 11
2. Math	2. Math
3. Science	3. Science
4. AP or Pre AP US History	4. AP or Pre AP US History
5. ACT Prep/Career Ready	5. ACT Prep/Career Ready
6.	6.
7.	7.
8.	8.

Year 4 - Grade 12	
1st Semester	2nd Semester
1. AP Literature or English 12	1. AP Literature or English 12
2. Math	2. Math
3. Science	3. Science
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.

Year 5 - Post Secondary

Vocational/Technical Training _____ Two-Year College _____ Four-Year College _____ Military Training _____ Career Choice _____

ACT CODE NUMBER: 042337

2020-2021 ACT TEST DATES

Test Date	Registration Deadline
September 12, 2020	August 14, 2020
October 24, 2020	September 18, 2020
December 12, 2020	November 6, 2020
February 6, 2021	January 8, 2021
April 17, 2021	March 12, 2021
June 12, 2021	May 7, 2021
July 17, 2021	June 8, 2021

ADVANCED PLACEMENT COURSES

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

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

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

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

ALTERING GRADES

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

ALTERNATIVE LEARNING ENVIRONMENT

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

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

- Below grade level
- One or more years behind in accumulating credits toward graduation.
- Retained one or more times from grades 1-12.
- Recurring absences.
- Disruptive behavior
- School dropout
- Personal or family problems or situation
- In transition to or from residential programs

AP AND PRE-AP COURSE DROP POLICY

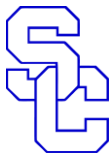
1. Following the fifth week of the first quarter, any student wishing to drop an AP/Pre-AP class must meet with the principal, counselor, AP instructor and AP coordinator to identify academic reasons for wishing to drop the course.
2. There will then be a four week waiting period following these meetings,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

AUDITING A COURSE/REPEATING A COURSE

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

Bell Schedule 2020-2021 School Year

A Lunch		B Lunch	
1st period	8:00-8:46	1st period	8:00-8:46
Advisory	8:50-9:30	Advisory	8:50-9:30
3 rd period	9:34-10:20	3 rd period	9:34-10:20
4th period	10:24-11:10	4th period	10:24-11:10
LUNCH	11:10-11:40	5th period	11:14-12:00
5th period	11:44-12:30	LUNCH	12:00-12:30
6th period	12:34-1:20	6th period	12:34-1:20
7th period	1:24-2:10	7th period	1:24-2:10
8th period	2:14-3:00	8th period	2:14-3:00



CLASS CHANGES

Changes should be made during the first (10) school days of the semester. No changes will be made after this time, unless there are extenuating circumstances. Changes made after the first (10) school days will result in loss of credit unless the courses are the same.

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

CLASSROOM ASSIGNMENTS

Students who fail to meet deadlines for classroom assignments will result in same grading penalty stated under the homework and make-up work policy on page 17-18.

CLASSIFICATION

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

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

COLLEGE PREPARATION

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

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

A strong academic background of

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

CONCURRENT CREDIT

According to the Arkansas Department of Education three semester hours of college credit shall be the equivalent of ½ unit of high school credit. This can count as concurrent college and high school credit. Any English course taken in advance of English 12, must be the

equivalent of freshman comp or above in order to receive high school credit.

CORRESPONDENCE COURSES

Star City School District will accept two correspondence courses for the purpose of graduation. Correspondence courses may only be taken as credit recovery (for courses previously taken and failed).

Test for these courses must be proctored by a high school staff member. Prior approval should be obtained from the high school counselor.

CRISIS INTERVENTION

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

DIGITAL LEARNING COURSES

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

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

Beginning with the Class of 2016, one (1) digital course will be required for both SMART CORE AND CORE which shall be one (1) full credit of ACT Prep.

G.E.D. RELEASE

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

GRADE POINT

Student grade points will be computed using the following scale:

Standard Classes

- Grade A = 4 points
- Grade B = 3 points
- Grade C = 2 points
- Grade D = 1 point
- Grade F = 0 points

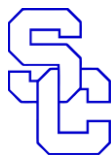
AP Classes

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

GRADING

Students in Grade K-12, Grading System-Nine weeks and semester grades will be calculated by using percentages and any percentage .50 or higher will be rounded to the next whole number.

1. Summative assessments may be administered at the end of each quarter.



Academic Planning

2. Report cards are sent home by each student at the end 9 weeks' period stating the progress of that student for that period.
3. The following grades are used by teachers:
 - a. Grade A-Superior.....90-100
 - b. Grade B-Above Average80-89
 - c. Grade C-Average..... 70-79
 - d. Grade D-Below Average60-69
 - e. Grade F-Failing.....59 & Below
 - f. "I" means incomplete work and is used when a student failed to complete work at time of recording.
4. In order for students to receive weighted credit for AP courses, they MUST take the AP exam.
5. Student Progress Report
 - a. The school will make a report to the parents via progress reports at the end of each 4 1/2 weeks' period.
 - b. Parents should study the report and arrange for conferences with the teachers and principals when necessary. The school welcomes the cooperation of parents.
6. Star City High School provides parents online grade book service. This application allows parents to view their child's grades and attendance in a real-time atmosphere. By using the student's ID number and the password assigned by the school, a parent is able to view their child's current information, as well, information from previous marking periods. **Grading.** Students in grades k-12, Grading System-Nine weeks and semester grades will be calculated by using percentages and any percentage .50 or higher will be rounded to the next whole number.

Additional Grading Expectations Teachers will adhere to the following additional guidelines with respect to assessing student performance and assigning grades:

Single Grading Category – Grades will be calculated based on a single grading category. All grades carry equal weight in determining a student's report card grade in a subject area.

Number of Grades – A minimum of one daily grade each week and two assessment grades per grading period are expected each 9 weeks.

Re-Teaching – It is expected that SCHS teachers will re-teach material when students do not demonstrate understanding of academic content. This may occur individually or in group settings depending on the number of students needing re-teaching. (Academic Intervention)

Incomplete Work – Students will have the opportunity to complete work not completed in class. (Academic Support page 4).

Homework – Homework should be something students can do independently. It should be work that has previously been "guided" or modeled by the teacher so there is reasonable assurance.

GRADUATION

The graduation program is considered a part of the regular school activities and students are to conduct themselves accordingly. Graduation seniors who walk in the graduation exercise are expected to attend and participate in the practice session. Students who fail to participate in graduation practice will not be allowed to walk in the ceremony. Diplomas will not be presented at the graduation exercise. They will be handed out at a designated area after program to those students whose behavior warrants receiving a diploma. Students

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

GRADUATING EARLY

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

GRADUATION MEDIA RELEASE

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

GRADUATION REQUIREMENTS

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

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

The graduation requirements for **2020-2021** are:

English	4.0 Units
Math	4.0 Units
(Includes Algebra II and Geometry)	
Science	4.0 Units
(Includes Biology and two units from Physics, Chemistry or Physical Science)	
Social Studies	3.0 Units
(Includes Civics/Economics, World History, and US History)	
ACT Prep*	0.5 Units
College/Career Ready	0.5 Units
Oral Communications	0.5 Units
Health & Safety	0.5 Units
Physical Education	0.5 Units
Fine Arts	0.5 Units
Electives	6.0 Units
TOTAL	24 Units

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

***Students with a 24 composite ACT score may opt out of ACT Prep.**

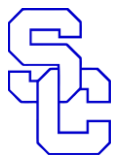
SMART CORE: Sixteen (16) units

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science*) At least one MATH unit must be taken in Grade 11 or Grade 12.

- Algebra I (or Algebra A & Algebra B - Grades 7-8 or 8-9)
- Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
- Algebra II
- fourth math - Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics,



Academic Planning

Transitional Math Ready, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics - Comparable concurrent

credit college courses may be substituted where applicable

Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science*)

• Biology – 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)

• Physical Science, Chemistry, or Physics – 2 units

Social Studies – 3 units

- Civics - ½ unit
- World History - 1 unit
- U.S. History - 1 unit
- other social studies - ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

***Computer Science – (optional) A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science** may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the computer science courses listed above may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit.

Beginning with the entering 9th grade class of the 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

CORE: Sixteen (16) units

English – 4 units

- English 9th grade
- English 10th grade
- English 11th grade
- English 12th grade or Transitional English 12

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science*)

- Algebra I (or Algebra A & Algebra B - each may be counted as one unit of the 4 unit requirement)
- Geometry (or Geometry A & Geometry B - each may be counted as one unit of the 4 unit requirement) (All math units must build on the base of algebra and geometry knowledge and skills.)

Science – 3 units (or 2 units with lab experience and 1 unit of Computer Science*)

• Biology - 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)

• Physical Science, Chemistry, or Physics – at least 1 unit • other ADE approved science

Social Studies – 3 units

- Civics - ½ unit
- World History - 1 unit

• U.S. History - 1 unit

• other social studies – ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit

Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)

Fine Arts – ½ unit

Career Focus – 6 units

***Computer Science – (optional) A flex unit of Computer Science and Mathematics, Essentials of Computer Programming, AP Computer Science, or IB Computer Science** may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the computer science courses listed above may replace the 4th math requirement and the 3rd science requirement. If the 4th math requirement and the 3rd science requirement have been met through other coursework, any of the computer science courses listed above may be used for career focus credit. (Comparable concurrent credit may be substituted where applicable.)

Beginning with the entering 9th grade class of the 2014 – 2015 school year, each high school student shall be required to take at least one digital learning course for credit to graduate. (Act 1280 of 2013)

HONOR GRADUATE CRITERIA

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

1. Honor graduates will be classified on three levels based upon grade point average as follows:
 - a. Suma Cum Laude (or Highest Honors) – 4.0 or higher
 - b. Magna Cum Laude (or High Honors) – 3.75-3.999
 - c. Cum Laude (or Honors) – 3.50-3.74999
2. For honor graduate designation, in addition to meeting GPA requirements, students must complete all smart core requirements as well as additional advanced classes to be phased in over a four year period.

These requirements beyond the smart core are as follows:

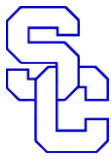
- a. Students must pass a minimum of 4 Advanced Placement or AECHS classes and at least one year of foreign language. Of the 4 Advanced Placement/Arkansas Early College High School classes, three must be Advanced Placement classes. The fourth may be Advanced Placement OR Arkansas Early College High School.

HOMEWORK POLICY

It is recognized by the Star City School District that students greatly benefit from properly structured and targeted homework assignments. We further recognize that homework should be assigned on a regular basis in all academic subject areas and that it should be relevant to what is taking place in class.

Because homework is essential for the student to master the skills necessary in each discipline and a certain amount of independent work is necessary at each level, the following guidelines are to be followed regarding homework:

1. Homework should be a gradual and progressive experience for all students.
2. Homework should never be assigned as punishment.
3. Grade and achievement level should be considered before assigning homework.
4. Homework should not be assigned on material not previously taught.



Academic Planning

- Homework should not be given in such extensive amounts as to put unnecessary burdens on family life or recreation.
- Time should be allowed in class for practice.
- Student work should always be evaluated and students will receive feedback.
- Failure to complete or turn in homework will result in parental contact by the teacher and a reduction in point value at a rate of 10% per day up to 3 days at which time.
- The assigning teacher will make an academic discipline referral to the principal's office.
- Students who have failed to turn in homework after a three-day period will be assigned academic support during lunch. Students will remain in that placement until missed work is complete. Point value deductions will continue at the rate of 10% per day.

HONOR ROLL

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

INSTRUCTIONAL PROGRAM

- Credit will be awarded on the basis of the Carnegie unit.
- The curriculum will be determined by the superintendent and the principal in cooperation with the faculty. The curriculum may change from year to year.
- Requirements for graduation: Ref. to page 16

MAKE-UP WORK

Students who miss school due to an absence shall be allowed to make-up the work they missed during their absence. It is the school districts desire that students take the responsibility of arranging for all make-up work with his/her teacher(s). Failure by the student to take this responsibility will result in the teacher(s) communicating the time frame for make-up work. Students will be allowed one day for each day absent to make-up work unless other arrangements are made with an individual teacher. Failure to meet this time-line will result in a deduction of point value of 10% per day up to three days at which time an academic referral will be made to the principal's office. The student will be assigned academic support during lunch until the assignments are complete. A 10% deduction will continue until make-up work is complete.

ACADEMIC SUPPORT

Homework or classwork that is three days late will result in the student being placed in Academic Support. The student will remain in that placement until the missed work is completed. Point value deductions will be made at the rate of 5% per day. Academic Support will be held the first fifteen minutes of the lunch period A lunch (11:26 - 11:41) and B lunch (12:12 - 12:27). Students in Academic Support will be dismissed at 11:41 for A lunch and 12:27 for B lunch to the cafeteria.

MATH AND SCIENCE SCHOOL SENIORS POLICY-ACT 1326 OF 1997

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

Students attending the Math and Science school will be sent a questionnaire at the beginning of their fourth year of high school in which they are to indicate which activities they plan to attend. The questionnaire will be sent to the last address of the record in school district records. Failure to return the questionnaire by October 1 will constitute a waiver of the election to participate. Students who will

graduate early and who intend to participate in any activities must notify the senior high principal, in writing by October 1 that they will graduate early and plan to participate in graduation activities. Math and Science students will be responsible for the cost of these activities to the same extent as SCHS students, and agree by participating to abide by the Student Handbook of the Star City School District at these functions. Math and Science students who violate provisions of the Student Handbook at senior activities may be barred from attending one or more future events upon recommendation of the senior high school principal, subject to appeal to the superintendent, whose decision shall be final. Math and Science students who participate in the graduation ceremony will be recognized as honor graduates if appropriate and based on the criteria of the Star City School District for honor graduates. Math and Science students who choose to participate in graduation ceremonies will not receive diplomas issued by the Star City School District, but will instead be presented with certificates of recognition.

SUMMATIVE ASSESSMENTS

A summative assessment will be given at the end of each semester. A quarterly assessment may be given at the end of each 9 weeks at the teacher's discretion.

Students will qualify to be exempt from semester tests if they meet any of the following requirements in class:

- A with no more than 5 absences that semester
- B with no more than 4 absences that semester
- C with no more than 3 absences that semester

Students may not be exempt if they have been assigned in-school suspension or have been suspended from school for any reason during the semester in question. Students who qualify for the exemption but elect to take the test in order to raise their grade may not have their semester grade lowered as a result of the optional test. School business absences will not count toward the total allowed for exemption.

TRANSFER POLICY

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

TRANSFER OF STUDENTS FROM A NONACCREDITED SCHOOL

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

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

TRANSCRIPTS

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

Options



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

After High School



Options After High School

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

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

VOCATIONAL OR TECHNICAL SCHOOL

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

MILITARY

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

COLLEGE

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

ADMISSION TO COLLEGE

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

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

ARKANSAS ACADEMIC CHALLENGE (LOTTERY) SCHOLARSHIP REQUIREMENTS

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

- earn a 19 or better on the ACT
- must be a graduate of an Arkansas school

IF student has a disability identified under IDEA

- Minimum of 19 on ACT or equivalent
- OR
- Scored proficient or higher on all state mandated end of course assessments
 - o Algebra I
 - o Geometry
 - o Biology
 - o Literacy

Beginning 2016-2017 for full-time recipient enrolled in 4 year approved institution

- \$1,000 freshman year
- \$4,000 sophomore year
- \$4,000 junior year
- \$5,000 senior year

SCHOLARSHIPS AND FINANCIAL AID

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

NCAA ELIGIBILITY

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

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

Admission Competition Categories

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

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

NCAA Freshman-Eligibility Standards

Quick Reference Sheet

KNOW THE RULES:

Core Courses

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

Test Scores

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

Grade-Point Average

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

DIVISION I **16 Core Courses**

4 years of English.

3 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

1 year of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

DIVISION II **16 Core Courses**

3 years of English.

2 years of mathematics (Algebra I or higher).

2 years of natural/physical science (1 year of lab if offered by high school).

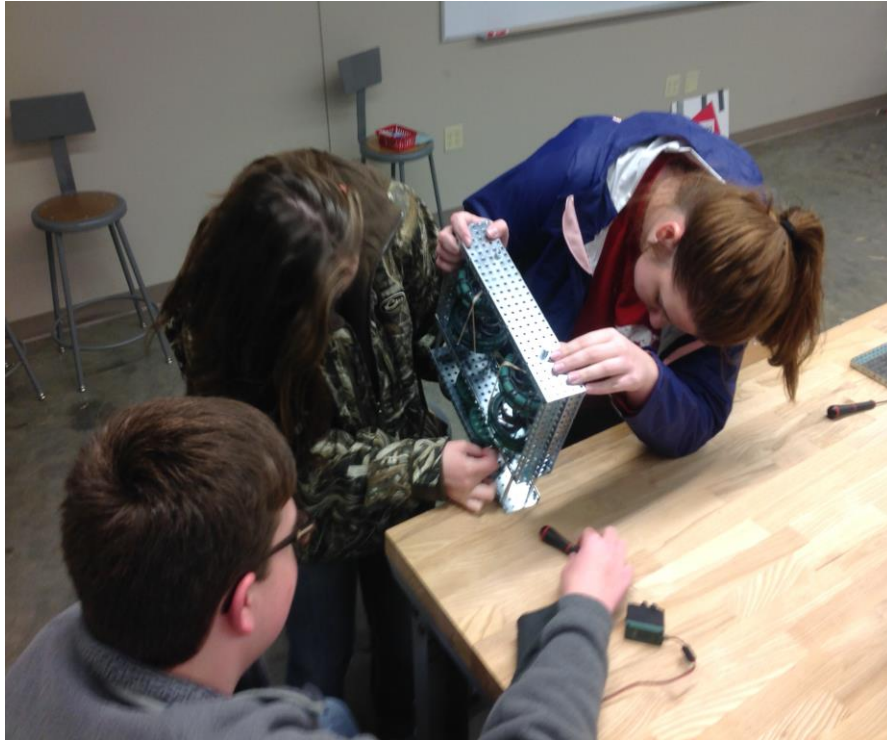
3 years of additional English, mathematics or natural/physical science.

2 years of social science.

4 years of additional courses (from any area above, foreign language or comparative religion/philosophy).

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

Course

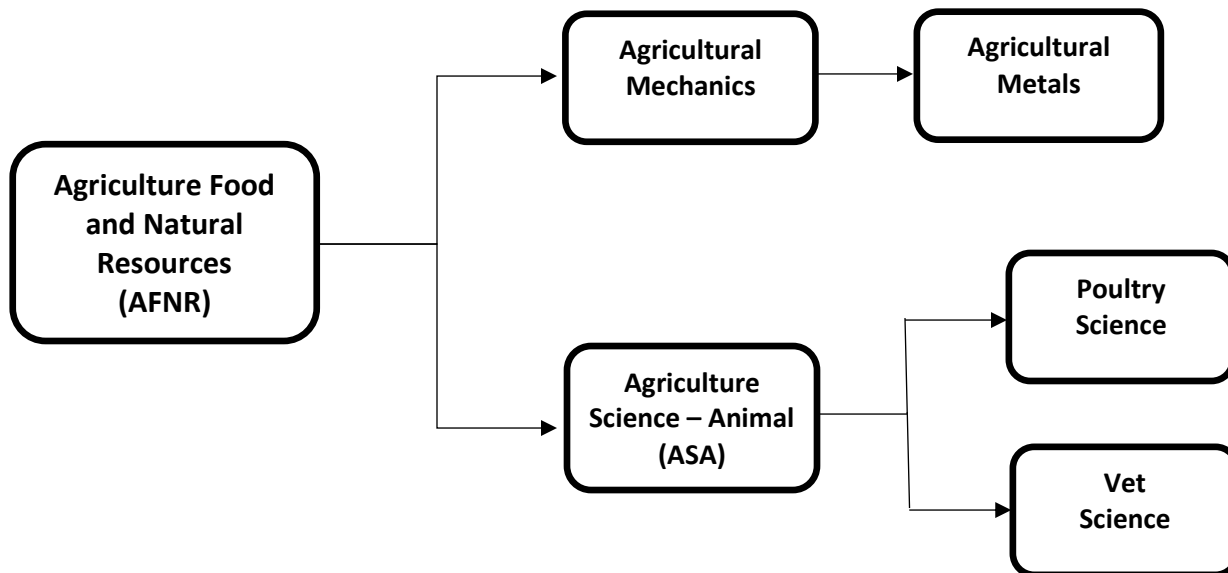


Descriptions

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

Agriculture Education

Possible Sequences for Agriculture Education



CASE AGRICULTURE FOOD AND NATURAL RESOURCES (491150)

Grades 9-12

2 Semesters

Prerequisite: None

Introduction to Agriculture, Food, and Natural Resources (AFNR) introduces students to the range of agricultural opportunities and the pathways of study they may pursue. Students will experience hands-on activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. Supervised Agricultural Experience (SAE's) and FFA will be integrated, as appropriate, throughout the course.

CASE AGRICULTURE SCIENCE - ANIMAL (ASA) (491180)

Grades: 10-12

2 semesters

Prerequisite: AFNR

Principles of Agricultural Science—Animal is a foundation-level course designed to engage students in hands-on laboratories and activities to explore the world of animal agriculture. Throughout the course, students will develop a comprehensive Producer's Management Guide for an animal of their choice. Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community. Supervised Agricultural Experience (SAE's) and FFA will be integrated, as appropriate, throughout the course.

AGRICULTURE MECHANICS (491390)

Grades 10-12

2 Semesters

Prerequisite: AFNR

Students completing this course of study will demonstrate competence in the application of principles and techniques for the development, application and management of power, structural and technical systems in setting of Agricultural Food and Natural Resources. The Agricultural Mechanics encompasses the study of agricultural equipment, power systems and precision technology, as well as wood working, metal working, welding and project planning for agricultural structures. Supervised Agricultural Experience (SAE's) and FFA will be integrated, as appropriate, throughout the course.

AGRICULTURE METALS (491380)

Grades 11-12

2 Semesters

Prerequisite: AFNR and Agriculture Mechanics

This course covers safety, technical information, tool fitting, sheet metal, hot and cold metal work, as well as an introduction to oxy acetylene welding and cutting and arc welding. It will also cover cold metal, hot metal, fabrication concepts, reading and implementing blueprints as they relate to metal work, arc welding, gas welding, MIG welding, TIG welding, plasma cutting, and careers related to metal work. Supervised Agricultural Experience (SAE's) and FFA will be integrated, as appropriate, throughout the course.

Poultry Science (491440)

Grades: 11-12

2 semesters

Requisites: AFNR, CASE ASA

Curriculum that focuses on the production and management of poultry and the production and handling of poultry products. Provides students with knowledge resulting in their ability to describe and analyze the poultry industry history and structure, basic genetics of broilers and turkeys, reproductive anatomy and egg formation of poultry, basic poultry physiology and its impact on production, feeds and feeding of commercial poultry, commercial poultry housing and all aspects of commercial poultry production. This course allows for an in-depth look at the Poultry Industry while providing Hands on Laboratories, and opportunities to participate in FFA and Supervised Agriculture Experiences.

VETERINARY SCIENCE (491460)

Grades 11-12

2 Semesters

Prerequisite: AFNR, CASE ASA

This course will provide the student with a sound platform to master the knowledge and skills necessary to become a veterinary assistant. It will also prepare the student to pursue a rewarding career as part of the professional veterinarian team. It will also equip the next generation of veterinarians and veterinarian assistants with the new technological tools that reinforce our industries expectations. Finally, it provides academic knowledge, higher order reasoning and problem solving skills, work attitudes, general employability skills, technical skills and occupational skills. Students will be required to perform hands on procedures with animals. Supervised Agricultural Experience (SAE's) and FFA will be integrated, as appropriate, throughout the course.

ADVANCED AGRICULTURE MECHANICS (490810)

Grades 11-12

2 Semesters

Prerequisite: AFNR

Students completing the course of will demonstrate competence in the application of principles and techniques for the planning, development, application and management of agricultural technology including agricultural power systems, small engine technology, agricultural electricity and computer numerical control (CNC) systems in Agriculture, Food & Natural Resource settings. The largest focus area of this course will rely on Small Gas Engines. Students will cover agriculture technology terms, careers, systems, features and troubleshooting. They will develop industry partnerships to meet specific needs in agriculture settings with skills including agricultural power systems, small engine technology, agricultural electricity and CNC technology.

Art

(450080)

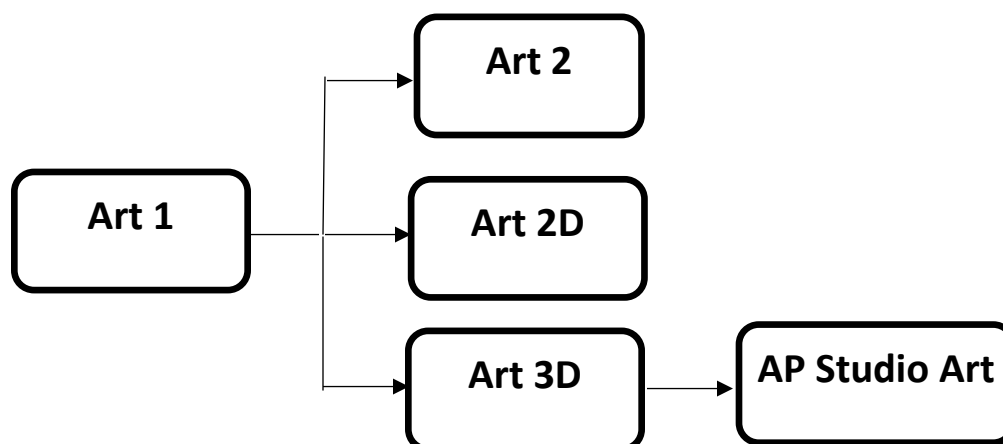
Grades 10-12

1 Semester

Prerequisite: Art I

Studio Art 2-D is a one-semester course designed for students who have successfully completed Art I. Studio Art 2-D is a course in which students further explore, apply, and move toward mastery of the elements of art and principles of design in specific areas of art, such as painting, drawing, printmaking, digital art, photography, mixed media, surface design, or other 2-D media. Student art will demonstrate evidence of complex problem-solving skills, higher order thinking, risk taking, imagination, and innovation. Students will exhibit art and will assemble portfolios that reflect personal growth in

Possible Sequences for Art



ART I (450000)

Grades 9-12

2 Semesters

Prerequisite: None

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

ART II (450030)

Grades 10-12

2 Semesters

Prerequisite: Art 1

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

Studio Art 2-D

will exhibit art and will assemble portfolios that reflect personal growth in media, techniques, processes, and tools used to create complex 2-D compositions. Student compositions will cover a breadth of media

and subject matter and will demonstrate successful completion of Studio Art 2-D student learning expectations. The Standards for Accreditation require schools to offer a one-half unit course of Survey of Fine Arts or one-half unit of an advanced art or advanced music course. Studio Art 2-D may be used to fulfill this requirement. Arkansas Department of Education approval is not required for Studio Art 2-D.

Studio Art 3-D

(450090)

Grades 10-12

1 Semester

Prerequisite: Art I

Studio Art 3-D is a one-semester course designed for students who have successfully completed Art I. Studio Art 3-D is a course in which students further explore, apply, and move toward mastery of the elements of art and principles of design in specific areas of art, such as ceramics, jewelry, mosaics, fiber arts, sculptures, mixed media, altered books, or other 3-D media. Student art will demonstrate evidence of complex problem-solving skills, higher order thinking, risk taking, imagination, and innovation. Students will exhibit art and will assemble portfolios that reflect personal growth in the media, techniques, process, and tools used to create complex 3-D compositions. Student compositions will cover a breadth of media

and subject matter and will demonstrate successful completion of Studio Art 3-D student learning expectations.

**AP STUDIO ART
(559040)**

Grades 11-12

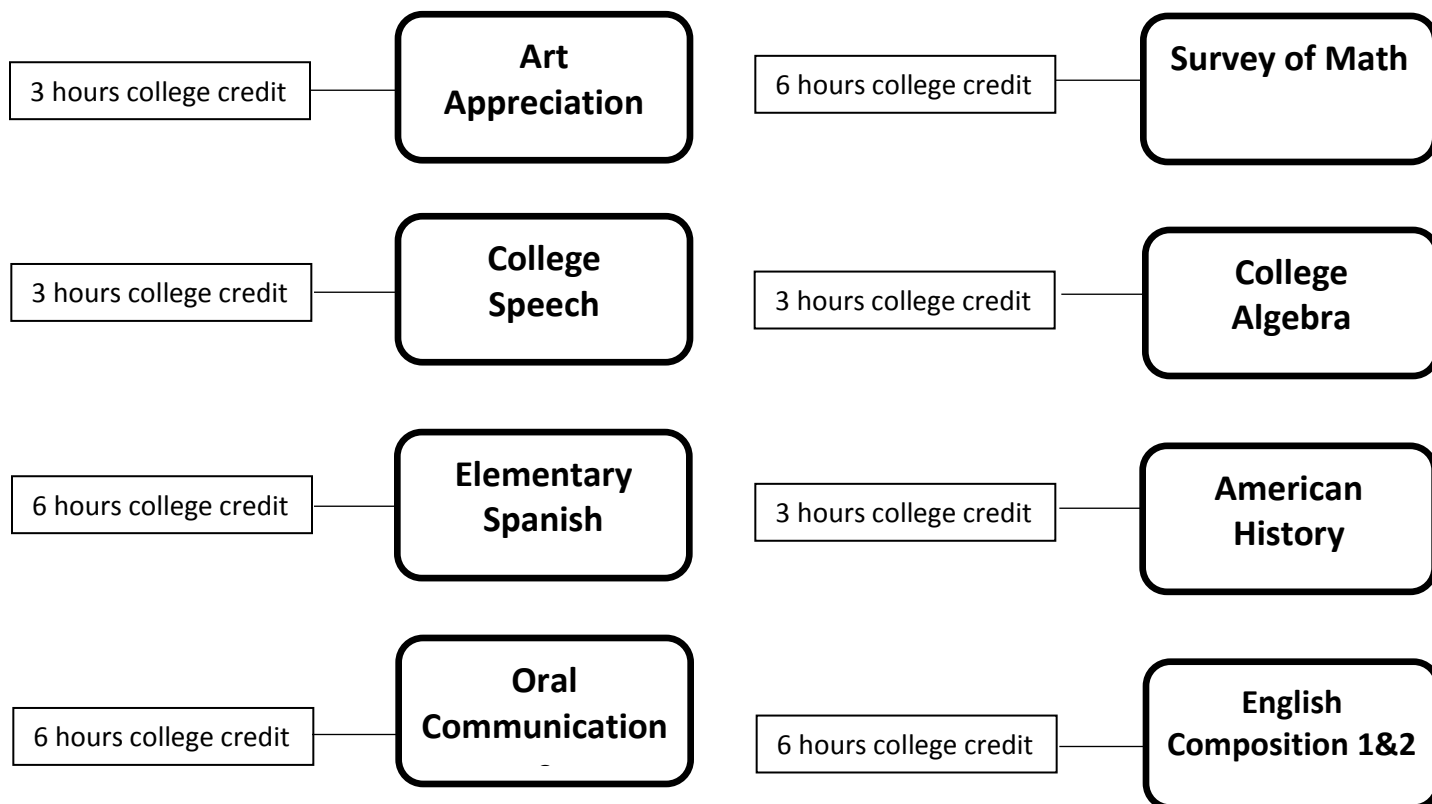
2 Semesters

Prerequisite: Must have Art 1

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

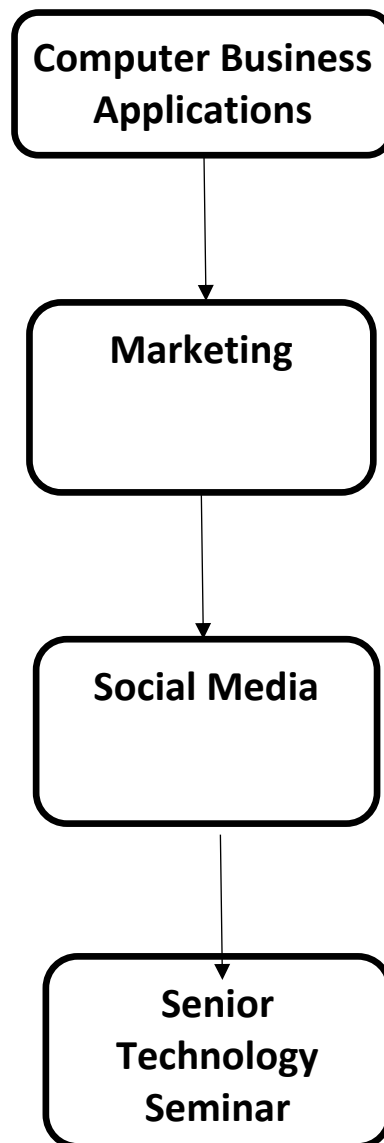
Arkansas Early College High School

*By application and selection only



Business Education

Possible Sequences for Business Education



ACT Prep V (696000)

Grades 11

2 Semesters

Prerequisite: None

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

COMPUTER BUSINESS APPLICATIONS

(492120)

Grades 9-12

2 Semesters

Prerequisite: None

The major component in this course is the introduction of application software such as Microsoft Office Suite. The student will also be exposed to the latest in Web 2.0 applications. In addition, the course will cover the history of computers and computer ethics. Skills acquired in the course will be of value in completing assignments throughout the student’s academic career and beyond.

MARKETING

(492760)

SOCIAL MEDIA AND COMMUNICATIONS

Grades 10-12 2 Semesters

Prerequisite: CBA

The purpose of the Social Media and Communications course is to prepare students with appropriate communication, technology, and employability skills for an entry-level position in the technology communication field.

SENIOR TECHNOLOGY SEMINAR (492800)

Grades 11-12

2 Semesters

Prerequisite: CBA & Social Media

The intent of this course is to allow students to apply the technical skills and knowledge learned in advanced business courses such as Desktop Publishing II, Multimedia II, Web Design and Multimedia Productions, Advanced Database/Spreadsheet, and Programming. Students will utilize these skills to work on technology-based projects for the school, community, and local businesses.

EAST (204990)

Grades 9-12

2 Semesters

Prerequisite: None

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

493770 JAG Senior Applications Grade Level: 12

A senior-only program that focuses classroom attention on eligible high school seniors to provide support for school-to-career success. JAG utilizes the National Jobs for America’s Graduates model. The JAG program requires one year of follow-up to monitor the student’s outcomes through data recording of graduation dates, civil and military job placement, career, and college success. Career and Technical students with two or more identified barriers may apply for acceptance into the JAG class, space is limited to 45 students per JAG Specialist. The program’s goal is to ensure student graduation (or GED) and prepare students for workplace success with the necessary soft skills whether their career begins immediately upon high school graduation, includes entry into military service, or requires them to complete postsecondary education/training.

JAG Work-Based Learning Credits:

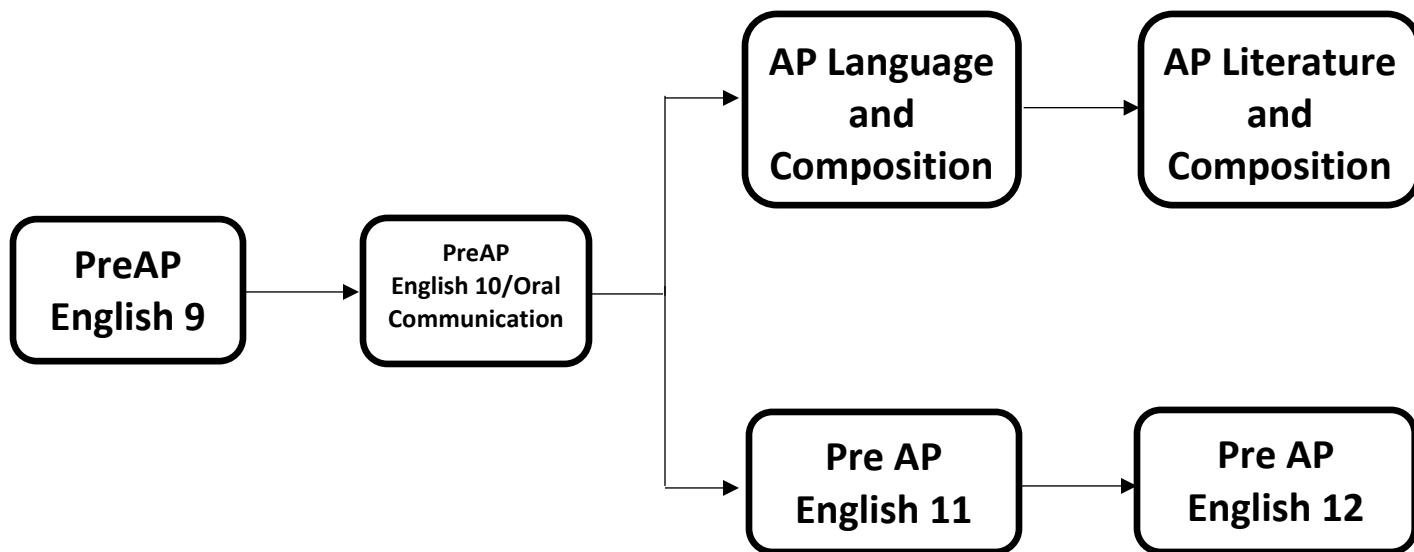
1 or 2 (493800)

Grade Level - 12

While employment is not a requirement of the JAG program, this instructor-supervised work release course may be offered concurrent to the JAG High School courses listed above. JAG Work-Based Learning includes employer evaluations of participants. Credit will be given at the discretion of SCHS based on documentation of student work-based learning experiences. Participants will complete 180 hours of work-based learning in order to receive one credit and 360 hours of wbl in order to receive two credits. *WBL at SCHS is designed for credits only and does not carry grades which count toward GPA.

English

Possible Sequences for English



**Oral
Communication**

**Journalism 1
(Newspaper)**

**Journalism 2
(Yearbook)**

AP LANGUAGE AND COMPOSITION (517030)

Grade 11

Prerequisites None

2 Semesters

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

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

AP LITERATURE AND COMPOSITION

(517040)

Grade 12

Prerequisites None

2 Semesters

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

PRE-AP ENGLISH 11

(412000)

Grades 11

2 Semesters

Prerequisite: None

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

PRE-AP ENGLISH 12

(450090)

Grades 9-12

2 Semesters

Prerequisite: None

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

JOURNALISM 1 (415000)

Grades 10-12

2 Semesters

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

JOURNALISM 2 (415010)

Grades 12

2 Semesters

Journalism II is a year-long course where the top 10 students of the senior class create the school-wide yearbook. The fully color yearbook is made with the latest technology with InDesign and Photoshop as the primary software.

ORAL COMMUNICATIONS (414000)

Grades 9-12

1/2 Semester

Prerequisite: None

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

Family and Consumer Sciences

Possible Pathways for Family and Consumer Sciences

Program of Study	Level 1	Level 2	Level 3
Human & Social Services	Family & Consumer Sciences (493080)	Life Span Development (493020)	Dynamics of Human Relationships (493150)
Nutrition Science & Dietetics	Family & Consumer Sciences (493080)	Food Safety & Nutrition (493110)	Life & Fitness Nutrition (493200)
Education & Training	Life Span Development (493020)	Foundations of Teaching (493240)	Methods of Teacher Instruction (493290)

FAMILY & CONSUMER SCIENCE

(493080)

Grades 9-10

2 Semesters

Prerequisite: None

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

LIFE SPAN DEVELOPMENT

(493020)

Grades 10-11

2 Semesters

Prerequisite: Family & Consumer Science

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

FOOD SAFETY AND NUTRITION

(493110)

Grades 10-12

2 Semesters

Prerequisite: Family & Consumer Science

This course focuses on the development of essential food safety practices needed to select, receive, store, prepare, and serve food, as well as the skills needed to select food which meets nutritional needs of individuals and families. Students will learn to create and implement an environment of food safety procedures based on the latest FDA Food Code and local regulations. Emphasis is given to the development of competencies related to nutrition, weight control, the food consumer, and the effect of technology on food and nutrition. With completion of this course, students should be able to apply sound sanitation practices, and to apply sound nutritional practices which will have a positive effect on their health. Skills learned are applicable to the National Restaurant Association, through ServSafe Certification.

FOUNDATIONS OF TEACHING

(493240)

Grades 10-11 2 Semesters

Prerequisite: Family & Consumer Science

Foundations of Teaching is a one-year course designed to provide students with information and experiences in the field of education. Students will plan and direct individualized instruction and group activities, prepare instructional materials, assist with record keeping, make physical arrangements, and experience other responsibilities of classroom teachers. Students are involved in observations as well as direct student instruction; placement rotations are utilized to allow students to have experiences in various education career roles, grade levels, and subject areas, and ability groups. Upon completion of the course, students should have identified areas of special interest that may be pursued further, have a better understanding of the teaching profession and have enhanced employability skills which will be of benefit regardless of the occupation or career in which employed. SPECIAL NOTES: This course requires a 40-hour practicum.

Methods of Teacher Instruction

(493290)

Grades 11-12

2 Semesters

Prerequisites: Life Span Development and Foundations of Teaching

Methods of Teacher Instruction is a course designed to integrate psychological, sociological, and philosophical foundations, which prepare students for positive field experiences. This course encourages prospective teachers to become responsible, professional and ethical as they explore the teaching profession. The students will research and examine foundations within the educational system. Upon completion of this course, a student should have working knowledge of employability skills for the education profession. The student will have the opportunity to obtain the paraprofessional certification.

SPECIAL NOTES: A sixty (60) hour practicum is required for this course.

LIFE AND FITNESS NUTRITION

(493200)

Grades 11-12

2 Semesters

Prerequisites: Family & Consumer Science and Food Safety and Nutrition

Life Fitness Nutrition is a Level 3 course in the Nutrition Science and Dietetics program of study. It enables students to analyze the interaction of nutrition, foods, and fitness for overall wellness. In this course, students will develop nutrition and fitness habits to make wise decisions regarding healthy living. Students will develop higher order thinking skills and academic skills in the areas of math, science, language arts, and social studies through the evaluation of relevant nutrition and wellness information. The course is for students with interests in health and wellness, fitness, and foods and nutrition related career pathways.

DYNAMICS OF HUMAN RELATIONSHIPS

(493150)

Grades 11-12

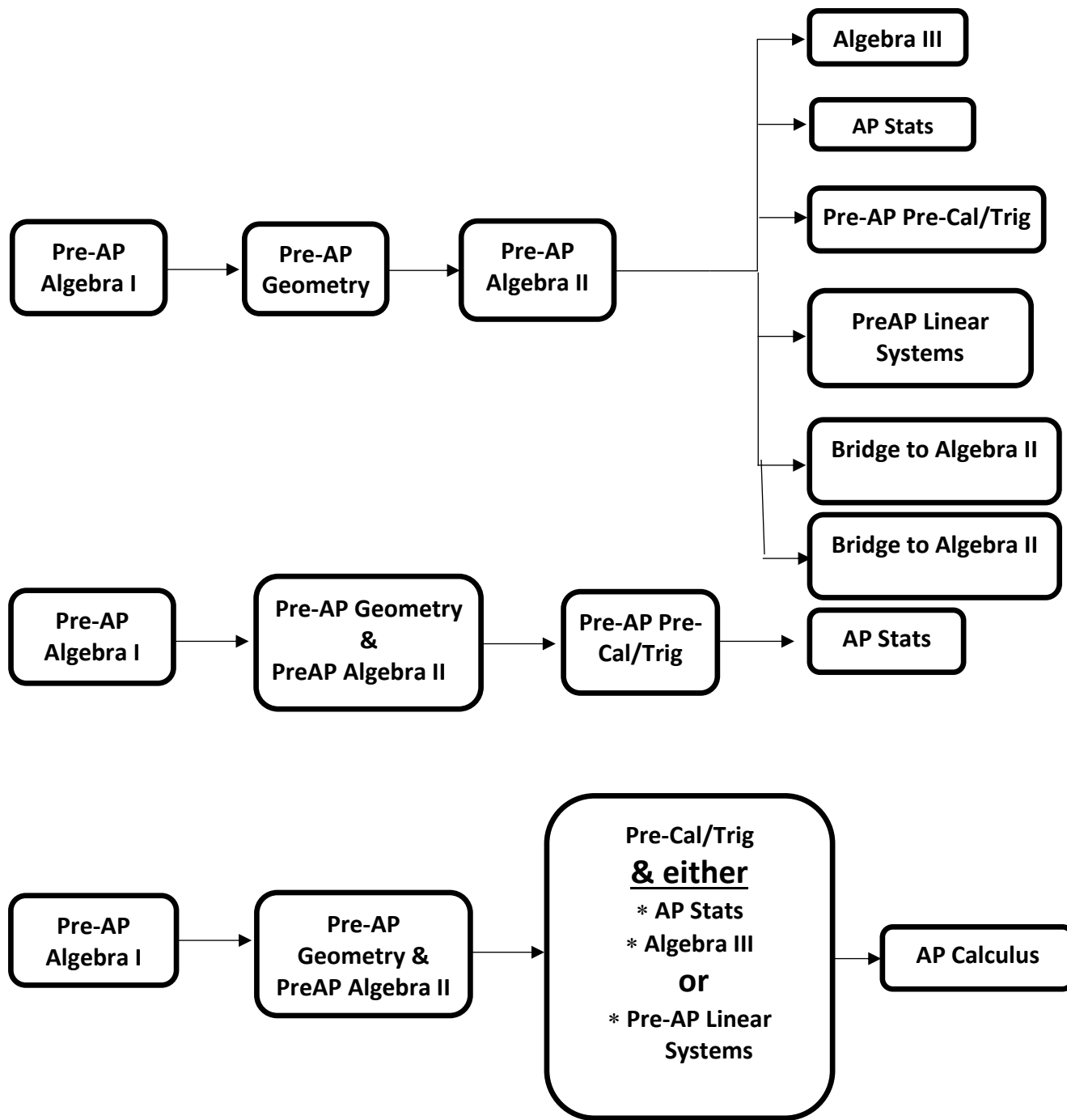
2 Semesters

Prerequisites: Family and Consumer Science and Life Span Development

This course prepares students to understand the nature, function and significance of human relationships involving individuals and families. Topics include values and goals, citizenship, food and fitness for wellness, career development and responsibility of life relationships. Students will revolve through the National Programs of FCCLA. Upon completion of this course students will have an understanding of the impact of the family on an individual's ability to function successfully in an increasingly complex society.

Math

Possible sequences for Mathematics



PRE-AP ALGEBRA 1

(430000)

Grades 9-10

2 Semesters

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

PRE-AP ALGEBRA 2

(432000)

Grades 10-11

2 Semesters

Prerequisite: Algebra 1 & Geometry

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

ALGEBRA 3

(439070)

Grades 11-12

2 Semesters

Prerequisite: Algebra 1, Geometry & Algebra 2

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

PRE-AP PRE-CALCULUS/TRIGONOMETRY

(433000)

Grades 11-12

2 Semesters

Prerequisite: Algebra 1, Geometry & Algebra 2

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

AP CALCULUS

(534040)

Grades 11-12

2 Semesters

Prerequisite: Pre-Calculus

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

PRE-AP GEOMETRY

(431000)

Grades 9-10

2 Semesters

Prerequisite: Successful completion of Algebra 1

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

AP STATISTICS

(539030)

Grades 11-12

2 Semesters

Prerequisite: Algebra 2

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

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

Music: Instrumental & Vocal

Possible sequences for Music

Grades 9 – 12

Varsity Choir

Chamber
Choir

Band

AP Music
Theory

CONCERT BAND

(451000) = 9 (451040) = 10
(451050) = 11 (451060) = 12

Grades 9-12

2 Semesters

Prerequisite: Middle School Band Experience and/or Director Approval

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

CHAMBER CHOIR

(452040)

Grade 9-12

2 Semesters

Prerequisite: Instructor approval and audition

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

VARSAITY CHOIR (452000)

Grades 9-12

2

Semesters

Prerequisite: None

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

AP MUSIC THEORY

(559010)

Grade 11-12

2

semesters

A major component of any college music curriculum is a course introducing the first-year student to musicianship, theory, musical materials, and procedure. Such a course may bear a variety of titles, and it may emphasize one aspect of music, such as harmony; more often, however, it integrates aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition and, to some extent, history and style. Musicianship skills such as dictation and other listening skills, sight-singing, and keyboard training are considered an important part of the theory course.

The student's ability to read and write musical notation is fundamental to such a course. It is strongly recommended that the student will have acquired at least basic performance skills in voice or instrumental music.

Physical Education & Health

Physical
Education

Health

PHYSICAL EDUCATION (485000)

Grade 9-12

1 Semester

Prerequisite: None

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

HEALTH EDUCATION

(480000)

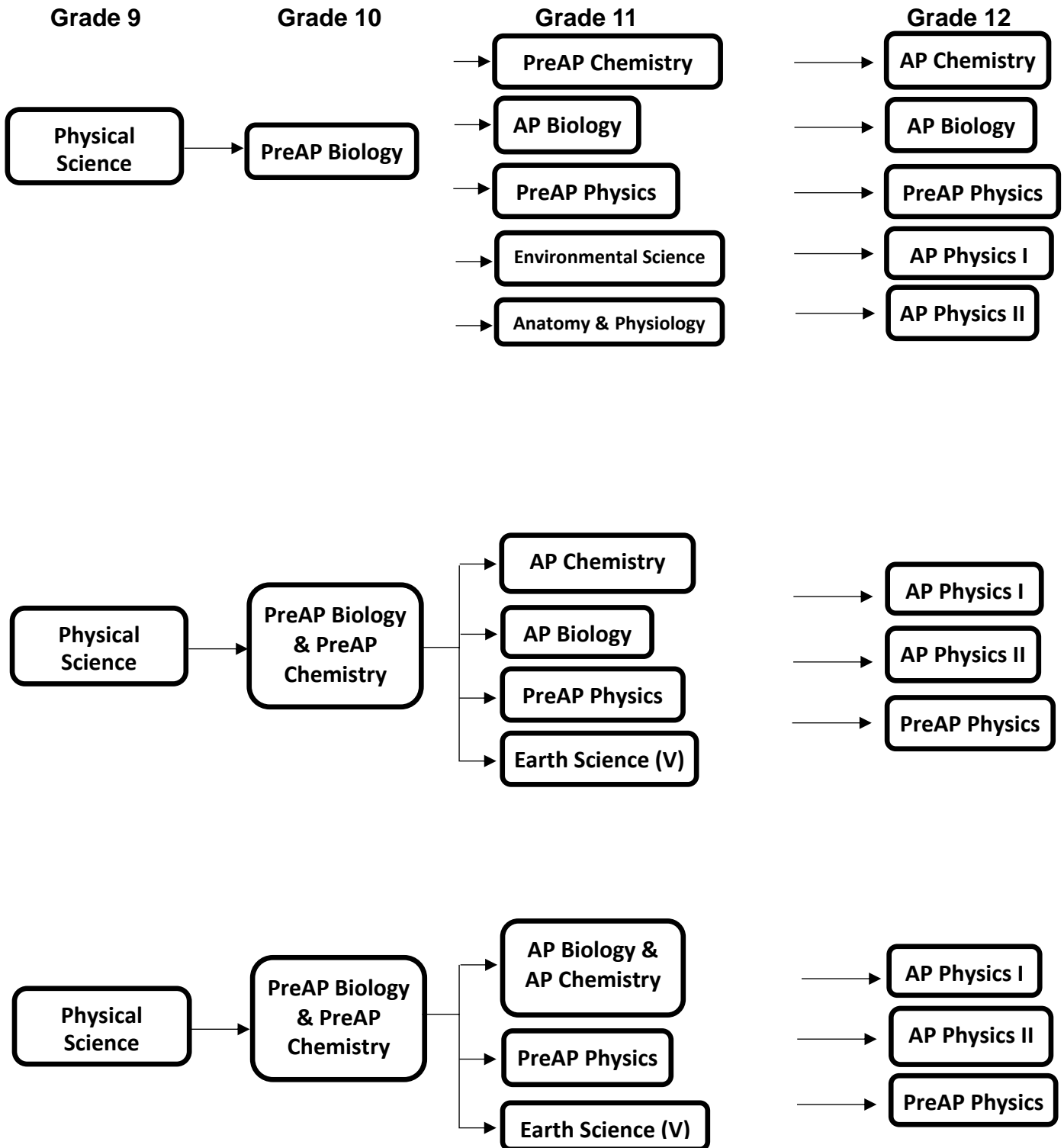
Grade 9 -11

1 Semester

Prerequisite: None

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

Science



ANATOMY AND PHYSIOLOGY (424030)

Grades 11-12

2 Semesters

Prerequisite: Biology and Chemistry

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

PRE-AP BIOLOGY (420000)

Grade 9

2 Semesters

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

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

AP BIOLOGY (520030)

Grades 11-12

2 Semesters

Prerequisites:

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

PRE-AP CHEMISTRY (421000)

Grade 10

2 Semesters

Prerequisite: One semester of Biology G or Biology.

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

AP CHEMISTRY (521030)

Grades 11-12

2 Semesters

Prerequisite: Chemistry

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

and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

PRE-AP PHYSICAL SCIENCE (423000)

Grade 9

2 Semesters

Prerequisite: None

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

PHYSICS (422000)

Grades 11-12

2 Semesters

Prerequisite: Chemistry and completion of or concurrent enrollment in Algebra 2. Success in physics is dependent on math ability.

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

AP PHYSICS 1 (522080)

Grades 11-12

2 Semesters

Prerequisite: Chemistry

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

AP PHYSICS 2 (522090)

Grade 11-12

2

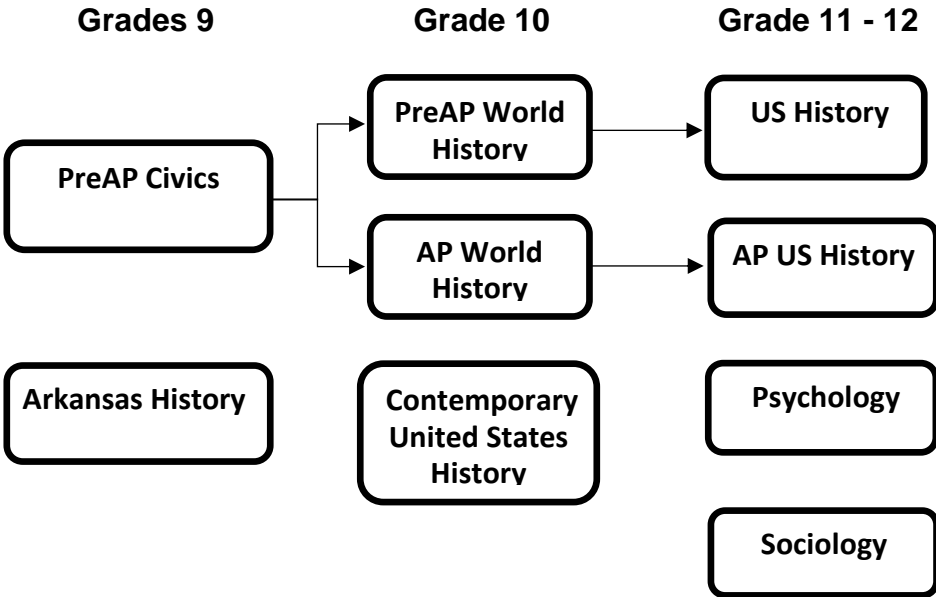
Semesters

Prerequisite: Chemistry

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

Social Studies

Possible Sequences for Social Studies



PRE-AP ARKANSAS HISTORY (473000)

Grade 9-12

½ Semester

Prerequisite: None

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

PRE-AP CIVICS (472000)

Grade 9

½ Semester

Prerequisite: None

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

CONTEMPORARY UNITED STATES HISTORY (470000)

Grade 10

½ Semester

Prerequisite: None

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

PSYCHOLOGY (474400)

Grades 11-12

½ Semester

Prerequisite: None

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

SOCIOLOGY (474500)

Grades 11-12

½ Semester

Prerequisite: None

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

U.S. HISTORY (470000)

Grade 11

2 Semesters

Prerequisite: World & American History

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

AP U.S. HISTORY (570020)

Grades 11-12

2 Semesters

Prerequisite: World & American History

The Advanced Placement program in U.S. history is designed to provide students with the analytic skills and factual knowledge necessary to deal with problems and materials in American history. The

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

WORLD GEOGRAPHY (474600)

Grade 10

½ Semester

Prerequisite: None

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

PRE-AP WORLD HISTORY (471000)

Grade 10

2 Semesters

Prerequisite: Civics/Economics

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

AP WORLD HISTORY (571020)

Grade 10

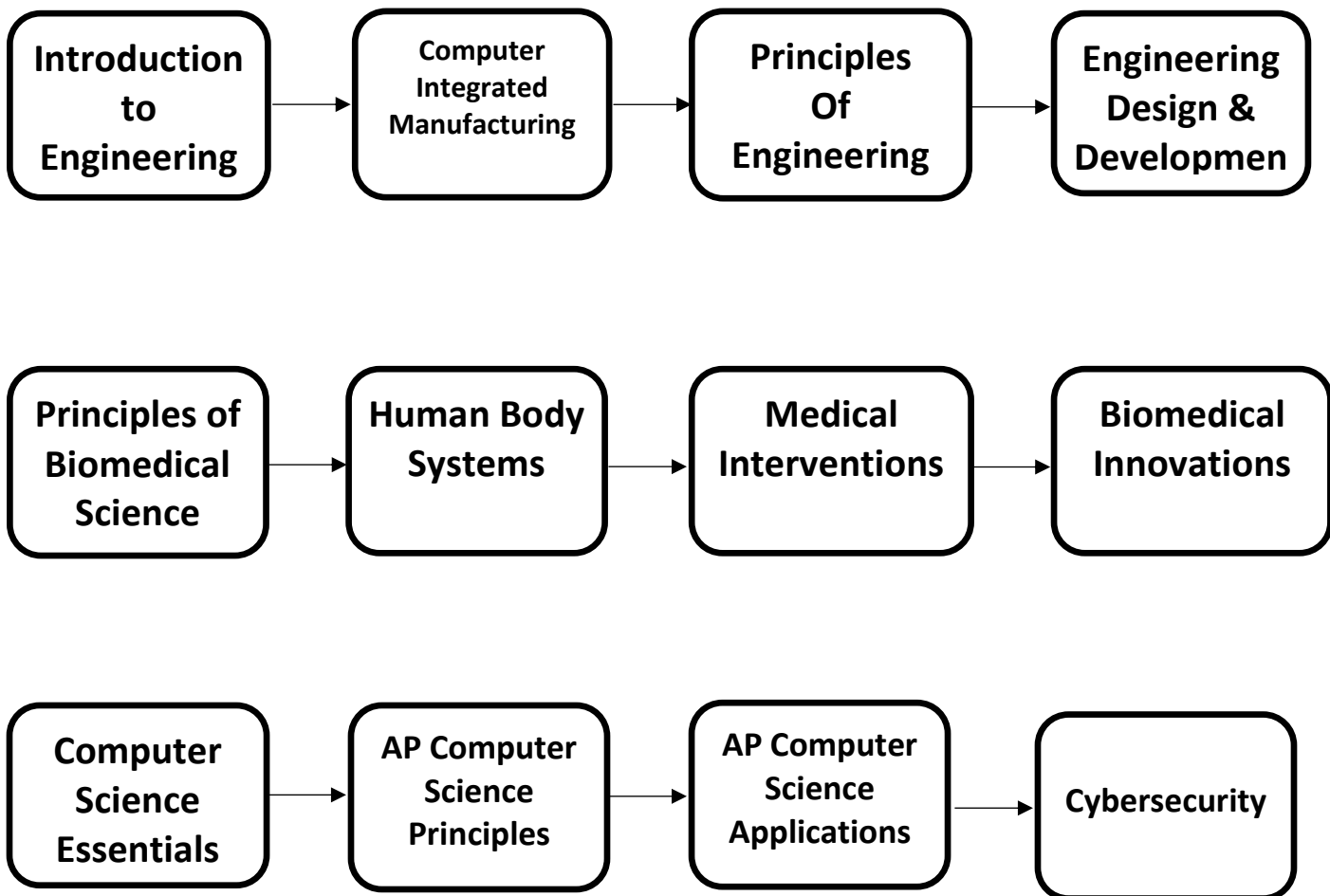
2 Semesters

Prerequisite: Civics/Economics

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

Project Lead the Way

Possible sequences for Project Lead the Way



INTRODUCTION TO ENGINEERING DESIGN (IED) (495470)

Grades 9-12

2 Semesters

Prerequisite: None

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

PRINCIPLES OF ENGINEERING (POE) (495490)

Grades 11-12

2 Semesters

Prerequisite: IED

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

COMPUTER INTEGRATED MANUFACTURING (CIM) (495450)

Grades 11-12

2 Semesters

Prerequisite: IED & POE

This course illuminates the opportunities related to understanding manufacturing. At the same time, it teaches students about manufacturing processes, product design, robotics, and automation. Students can earn a virtual manufacturing badge recognized by the National Manufacturing Badge system.

COMPUTER SCIENCE ESSENTIALS (CSE) (465210)

Grades 9-12

2 Semesters

Prerequisite: none

CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in JavaTM and other industry-standard tools. This course prepares students for the AP Computer Science-A course.

AP COMPUTER SCIENCE PRINCIPLES (CSP)

(565010)

Grades 9-12

2 Semesters

Prerequisite: None

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

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

AP COMPUTER SCIENCE APPLICATIONS (CSA) (565110)

Grades 10-12

2 Semesters

Prerequisite: CSP

CSA focuses on integrating technologies across multiple platforms and networks, including the Internet. Students collaborate to produce programs that integrate mobile devices and leverage those devices for distributed collection and data processing. Students analyze, adapt, and improve each other's programs while working primarily in JavaTM and other industry-standard tools. This course prepares students for the AP Computer Science-A course.

CYBERSECURITY

(465210)

Grades 11-12

2 Semesters

Prerequisite: AP CSP & AP CSA

Cybersecurity introduces the tools and concepts of cybersecurity and encourages students to create solutions that allow people to share computing resources while protecting privacy. Nationally, computational resources are vulnerable and frequently attacked; in Cybersecurity, students solve problems by understanding and closing these vulnerabilities. This course raises students' knowledge of and commitment to ethical computing behavior. It also aims to develop students' skills as consumers, friends, citizens, and employees who can effectively contribute to communities with a dependable cyber-infrastructure that moves and processes information safely.

CAPSTONE – ENGINEERING DESIGN & DEVELOPMENT (EDD) (495470)

Grades 9-12

2

Semesters

Prerequisite: IED, POE & CEA

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

PRINCIPLES OF BIOMEDICAL SCIENCE (PBS) (495000)

Grades 9-12

2 Semesters

Prerequisite: Biology- may take it concurrently

Analyze the evidence found at a crime scene and help the medical examiner uncover clues left on a body to solve a mystery. Question, diagnose, and propose treatment and care for patients in a family medical practice. Track down the source of a mysterious outbreak at a local hospital. Access and stabilize a patient during an emergency and prepare for medical surge and mobile medical care. Collaborate with professionals in other fields to innovate and design solutions to local and global medical problems. Whether seeking a career in medicine or healthcare or simply looking for the challenge of real world problems, students in Principles of Biomedical Science will practice how to think creatively and critically to innovate in science and will gain practical experience with experimental design and the design process.

HUMAN BODY SYSTEMS (HBS) (495010)

Grades 10-12

2 Semesters

Prerequisite: Biology, PBS

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

MEDICAL INTERVENTION (MI) (495020)

Grades 11-12

2 Semesters

Prerequisite: Biology, PBS, HBS

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

CAPSTONE - BIOMEDICAL INNOVATION (BI)

(495030)

Grades 12

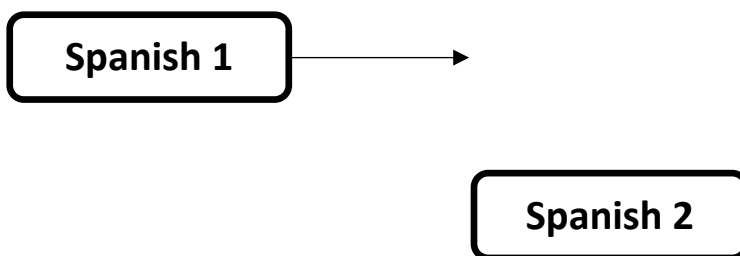
2 Semesters

Prerequisite: Biology, PBS, HBS, MI

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

World Languages

Possible sequences for World Languages



SPANISH 1 (440000)

Grades 9-12

2 Semesters

Prerequisite: None

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

SPANISH 2 (440020)

Grades 9-12

2 Semesters

Prerequisite: Spanish 1

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

VIRTUAL ARKANSAS 2020 – 2021 CALENDAR

<p>Jul 4.....Independence Day</p> <p>July 29, 30, 31.....New Teacher Orientation</p> <p>Aug 12.....Teachers Return</p> <p>Aug 14.....Mandatory Arch Ford Meeting</p> <p>Aug 17, 18.....Facilitator Training</p> <p>Aug 24.....Fall Semester Begins</p> <p>Sep 7.....Labor Day – NO CLASSES</p> <p>Oct 23.....End of 1st Quarter– 43 Days</p> <p>Nov 25-27.....Thanksgiving Break – NO CLASSES</p> <p>Dec 23.....End of 2nd Quarter – 45 Days</p> <p>Dec 23 - Jan 4.....Christmas Break – NO CLASSES</p>	<p>Jan 5.....Teachers Return - Inservice</p> <p>Jan 6.....Spring Semester Begins</p> <p>Jan 18.....MLK/REL – NO CLASSES</p> <p>Feb 15.....Flex Day/Presidents’ Day – NO CLASSES</p> <p>Mar 12.....End of 3rd Quarter – 47 days</p> <p>Mar 22-26.....Spring Break – NO CLASSES</p> <p>Apr 2.....Good Friday - NO CLASSES</p> <p>May 27.....End of 4th Quarter – 43 Days</p> <p>May 28.....Teacher’s Last Day</p> <p>May 31.....Memorial Day – NO CLASSES</p> <p>June 3.....Summer Session Begins</p> <p>June 30.....End of Summer Session</p>
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<p>Advanced Topics and Modeling in Mathematics</p> <p>Visual Art Appreciation</p> <p>Spanish 3</p> <p>French 1</p> <p>French 2</p> <p>German 1</p> <p>German 2</p> <p>Intro to Criminal Justice</p> <p>Criminal Law</p> <p>Forensic Science and the Law</p> <p>Introduction to Careers In Law, Public Safety & Security (Fall)</p> <p>Law & Order: Career Intent (Fall)</p> <p>Arkansas Legal (Spring)</p> <p>College, Career Readiness (Fall)</p>	<p>Fashion Merchandising (Spring)</p> <p>AP Calculus</p> <p>AP Environmental Science</p> <p>American Sign Language 1</p> <p>American Sign Language 2</p> <p>Quantitative Literacy Computerized Accounting 2</p> <p>Medical Terminology</p> <p>Arkansas Hospitality and Tourism</p> <p>Tourism Industry Management</p> <p>Marketing</p>
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Activities/ Athletics

CHEERLEADER REQUIREMENTS

Please reference the Star City Cheerleading Handbook 2020-2021 for requirements

CLUBS AND ORGANIZATIONS

Star City High School has established numerous social, sport and academic activities to promote initiative, leadership, school spirit and pride in its students. All students are encouraged to participate in the various clubs and organizations and to truly get involved in their school life and what is happening. Membership in extra-curricular activities and/or school sponsored clubs requires consent to random drug testing.

Officers of the various organizations will be chosen early in the school year.

Class meetings, club and councils must meet at the scheduled time and be attended to by the sponsor. A candidate for class, club, or other organizational officer must have a 2.0 GPA. Students must maintain a 2.0 GPA to serve in these positions.

EXTRA-CURRICULAR ACTIVITIES

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

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

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

HEALTH/ACCIDENTS

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

INSURANCE PROGRAM FOR STUDENTS

Officials of your school have completed arrangements for a School Insurance Plan for the school year. It is hoped all students will avail themselves of this protection by purchasing the student insurance policy. The master policy will be on file with school authorities. Guardians can purchase student insurance online at https://www.hsri.com/K12_Enrollment

MEMBERSHIP IN BETA CLUB

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

Article 1 Time and Place

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

Article 2 Quorum

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

Article 3 Standards of Membership

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

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

Article 4 Induction of Members

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

Article 5 Loss of Membership

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

A student suspended out of school will be removed from the Star City High School chapter of the Beta Club for that school year. Students may also be removed from membership for moral reasons. This can take place after a meeting with the student, sponsor and a principal.

Student's request to be readmitted must be made in writing to the sponsor for him/her to be considered for readmission the following year.

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

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

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

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

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

Article 6 Volunteer Service

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

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

Article 7 Local Dues and Assessments

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

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

New members must pay local dues of this chapter of \$5.00 and National Beta Club dues of \$25.

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

STUDENT COUNCIL

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

The council will be made up of a president, vice president, and secretary. They will be elected from the 12th grade. Each class selects representatives as follows: 3-seniors, 4-juniors, 4-sophomores, 4-freshmen. These representatives make up the council membership. Officers must have a 3.0 cumulative grade point. Representatives must have a 2.5 semester grade point.

STUDENT ORGANIZATIONS

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

- Art Club
- Band
- Baseball
- Basketball
- Beta Club
- Bulldog Times Staff
- Cheerleading
- Choral Groups
- Color Guard
- Cross Country
- EAST (Environmental and Spatial Technology)
- FBLA (Future Business Leaders of America)
- FCCLA (Family & Career & Community Leaders of America)
- FFA (Future Farmers of America)
- Football
- HOSA (Health Occupations Students of America)
- Library Club
- Math Club
- Robotics Club
- Science Club
- Spanish Club
- Speech Club
- FCA
- Rocket Staff
- Soccer
- Softball
- Tennis
- Track

SCHOOL TRIPS

School trips are as much a part of our school as regular everyday courses. Misbehavior on these trips will result in the same type of discipline as if you were on campus.

Rules and Regulations

Attendance Philosophy

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

Absences

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

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

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

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

LUNCH DETENTION

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

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

1. Length and time of assignment to detention hall will be determined by the principal or the assistant principal following handbook guidelines where specified.
2. If a student fails to report to detention hall, an extra day will be added to the assignment. If the student fails to report again, he/she will be assigned to In-School Suspension. ISS assignment will equal to half the days the student owes in detention hall.
3. Students assigned to detention hall must report promptly with materials for study. Students who arrive late will be assigned an extra day. Detention hall is considered a study hour and study materials must be used while in detention.
4. A student who creates a problem in detention hall will be subject to additional disciplinary action at the discretion of the administration.
5. Students who break detention hall rules will be sent to the office where he/she will be disciplined at the discretion of the administration.

6. Students will be required to bring pencil, paper and schoolbook to detention hall. Students will be required to have engaged in learning activities.
7. There will be absolutely no talking, sleeping or looking around. This will be an opportunity for students to do homework.
8. If a student has time remaining in detention hall at the end of the school year, he/she must make it up before they will receive credit for the semester. Time will be made up at the rate of one (1) hour per day. Exact time of makeup will be determined by the administration at the end of the school year.

DISCIPLINE FOR STUDENTS WITH DISABILITIES

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

MEDICATIONS

Students are not allowed to carry any medications, including over-the-counter medications or any perceived health remedy not regulated by the US Food and Drug Administration, while at school. The parent or legal guardian shall bring the student's medication to the school nurse. The student may bring the medication if accompanied by a written authorization from the parent or legal guardian. When medications are brought to the school nurse, the nurse shall document, in the presence of the parent, the quantity of the medication. 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. Each person present shall sign a form verifying the quantity of medication. Any student that is in possession of any medication without the proper paper work in the nurse's office will be subject to the following consequences.

DRUG TESTING

MISSION STATEMENT:

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

PURPOSE OF A CHEMICAL ABUSE POLICY:

1. To allow the student participants in all activities representing Star City Schools to know that we are concerned about their total well-being. We are not interested in prosecuting the students, but instead we are interested in helping students who have problems.
2. To confirm and support Arkansas State laws concerning the use of mind and physical altering chemicals.

Rules and Regulations

3. To assist students representing the Star City School District to resist peer pressure that directs them toward the abuse or misuse of chemical substances.
4. To work with parents to assist in keeping their children free from mind and physical altering chemicals.
5. To deter chemical abuse or misuse by students through the use of random drug testing.

DEFINITIONS

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

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

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

Activity Programs:

- Art Club
- Band
- Baseball
- Basketball
- Beta Club
- Bulldog Times Staff
- Cheerleading
- Choral Groups
- Color Guard
- Cross Country
- EAST (Environmental and Spatial Technology)
- FBLA (Future Business Leaders of America)
- FCCLA (Family & Career & Community Leaders of America)
- FFA (Future Farmers of America)
- Football
- Golf
- HOSA (Health Occupations Students of America)
- Library Club
- Math Club
- Robotics Club
- Science Club
- Spanish Club
- Speech Club
- FCA
- Rocket Staff
- Soccer
- Softball
- Tennis
- Track

Others as Formed

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

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

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

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

Reasonable Suspicion:

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

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

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

Court Documented Positive Drug Test:

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

Sample Collection:

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

Testing Agency:

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

PROCEDURES FOR STUDENTS

Rules and Regulations

Prescription Medications:

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

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

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

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

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

If the sample is positive, a custodial parent or legal guardian will be notified and a meeting will be scheduled with the student,

parent/guardian, coordinator, principal, and head coach or sponsor. The Drug Testing Policy procedure will be covered including an explanation of the consequences.

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

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

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

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

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

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

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

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

completed, the probation will carry into the next semester or school year.

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

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

Second Positive Drug Test:

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

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

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

Third Positive Drug Test:

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

Non-Punitive Nature or Policy:

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

Other Disciplinary Measures:

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

EXPELLED STUDENTS

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

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

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

As mandated by Act 1217 of 2001, the school district shall make a reasonable, good faith effort to contact the student's parent, legal guardian, or other person having lawful control of the student by court order or person acting in loco parentis listed on the student enrollment

Rules and Regulations

form when a student has been reported to, interviewed by, or taken into custody by law enforcement personnel.

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

SKIP DAY

There is no such thing as "Skip Day". It is very important that students be in school every day.

DISCIPLINARY PROCEDURES

As discipline is not intended to be punishment, but often is intended as restorative in nature, a referral to counseling services may be recommended in lieu of or in addition to other disciplinary measures.

When behavior threatens the security and well order of the school, progressive discipline is not necessary. Even though the District may list disciplinary actions in a progression from less to more severe, the administrator may choose the most severe action based on the severity of the infraction. Consequences may range from a reprimand to expulsion. Consequences will be determined by the nature and severity of the offense.

Behavior Not Covered Below

Star City School District personnel realize that all behaviors cannot possibly be listed and will discipline students for behavior which is disruptive to the educational process even though the behavior may not be specified in written rules.

The school district reserves the right to punish behavior that is not conducive to good order and discipline which is not covered in the preceding rules. The penalty for violation will depend on the urgency and seriousness of the situation and will be left to the discretion of the principal. Students are expected to follow the provisions of this handbook and obey the directions of certified staff as well as non-certified staff and school volunteers who have been assigned responsibilities that include the supervision or oversight of students. Failure to follow the reasonable directions of a volunteer or non-certified staff member is a violation of this handbook and will result in disciplinary action being taken against the student, ranging from a warning to expulsion, depending on the circumstances.

ACADEMIC DISHONESTY

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

Penalty will be:

1st Offense – 1 day D-Hall (60% maximum of total points possible on assignment/test)

2nd Offense – 3 days D-Hall (50% maximum of total points possible on assignment/test)

3rd Offense – 5 days D-Hall (30% maximum of total points possible on assignment/test)

ALCOHOLIC BEVERAGES OR DRUGS

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

A student shall not possess, sell, use, transmit or be under the influence of any narcotic drug, hallucinogenic drug, amphetamine, barbiturate, marijuana or other controlled substance, as defined in Act 590 of 1971 of the State of Arkansas, as amended, or beverage

NOTIFICATION OF SCHOOL DISTRICT BY LAW ENFORCEMENT

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

containing alcohol or intoxicant of any kind. A student cannot have in his possession any type of drug paraphernalia. Examples are but not limited to pipes, rolling papers, syringes, clips, and etc.

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

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

ANNOYING CLASSMATES

A student shall not annoy, tease, or ridicule other students.

Penalty will be:

1st Offense – 1 day D-Hall

2nd Offense – 3 days D-Hall

3rd Offense – 5 days D-Hall

4th Offense – 7 days D-hall

BLANKETS

Due to safety and security concerns, students are not allowed to have blankets on campus.

BULLYING

Bullying. Students shall not bully, i.e. injure or threaten another student. Bullying includes but is not limited to, a pattern of behavior involving one or more of the following: 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 causes or creates a clear and present danger. See section 4.43 BULLYING in the District Policy for further explanation or definition.

1 st Offense – 1 day of in-school suspension

2 nd Offense – 3 days of in-school suspension

3 rd Offense – 5 days of in-school suspension

4 th Offense - 7days of in-school suspension

BUS POLICIES

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

Rules and Regulations

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

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

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

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

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

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

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

CAFETERIA BEHAVIOR

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

Penalty will be:

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

CELL PHONES, HEAD PHONES AND ELECTRONIC COMMUNICATION DEVICES

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

Students are allowed to use or have out cell phones, smart watches, or other similar communication devices including headphones/earbuds before school, after school, and during the students' lunch time. Talking on a cell phone, listening, ringing, checking the time, taking pictures, etc. will not be allowed at any time during instructional or class change time unless permission is given to the student from school personnel. During the school day (8:00 a.m. – 3:00 p.m.) cell phones should be stowed in the student's backpack. Smart watches may be worn only if the cell phone has been turned off, not just silenced, disabling all smartwatch capabilities. During instructional time (including intervention period) phones, smart watches, or other similar communication devices may not be used for any reason (including talking on a cell phone, listening, ringing, text messaging, checking the time, taking pictures, etc.) unless permission is given from school personnel.

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

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

Rules and Regulations

Penalty will be:

1st Offense – 3 days detention hall

2nd Offense – 5 days of detention hall

3rd Offense – 1 day of ISS

* Additional offenses – 3 days of ISS

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

CONFLICT CONTRACTS

Conflict contracts may be used with students that have been identified as having a severe conflict with another student and the conflict is causing a disruption in the learning environment or has the potential of causing a disruption in the learning environment.

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

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

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

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

Criminal Offenses

The following offenses are criminal acts as defined by Arkansas law; these acts will be reported to legal authorities.

Whenever the principal or person in charge of a public school has personal knowledge or has received information leading to a reasonable belief that a person has committed or has threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision, the principal or the person in charge shall immediately report the incident or threat to the superintendent of the school district and the appropriate local law enforcement agency.

Disciplinary actions for following criminal offenses may include one or a combination of the following actions.

1. In-school suspension
2. Referral to counseling services
3. Referral to ALE placement
4. Out of school suspension
5. Out of school suspension with the recommendation for expulsion.
6. Report to law enforcement officials.

Arson. No student will deliberately burn school property.

Assault, Threatened Assault, and Abuse. Assault/Battery in the Second Degree. Act 207 of 1997 stipulates that a person commits battery in the second degree if he/she causes or threatens to cause serious physical injury to any person and he/she intentionally or knowingly causes or threatens to cause physical injury to a student

or teacher or other school employee while acting in the course of employment.

A student shall not threaten a fire, bombing, or other catastrophe. Act 1046 of 2001 – this law defines the offense of communicating a death threat concerning a school employee or a student as:

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

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

Destruction of School Property/ Vandalism. A student shall not purposely and without legal justification destroy or damage any property of another or that belonging to the school district. The parent/guardian shall be responsible for all damages to property caused by his/her child.

Drug/Alcohol Policy Violation. No student shall knowingly possess, use, transmit, offer for sale, or be under the influence of any alcoholic beverage, any narcotic drug, or hallucinogenic drug, etc., while on school property or at any school-sponsored off-campus event. Students cannot possess drug paraphernalia. Examples are, but not limited to, pipes, rolling paper, syringes, clips, and etc. Also, the sale, distribution, or abusive use of prescription, patent, or imitation drugs is not permitted. A trace of drugs/alcohol in one's body is a violation of this policy. The student may be searched where there is a reasonable suspicion that the student may be hiding evidence of wrongdoing.

Explosives/Fireworks Possession or Use. A student will not possess, use, or threat to use any firework or explosive or other such devices capable of inflicting bodily harm.

Firearm Possession or Use. No person in this state shall possess, handle, or transmit a firearm or replica of a firearm upon school property, on a school bus, at a school bus stop, or at a school-sponsored event.

Sexual Abuse or Rape or Sexual Immorality. Students shall not engage in sexual contact or sexual activity with another person on school property or at school-sponsored events.

Terroristic Threatening. Any student who threatens to cause death or serious physical injury or substantial property damage to another student, to a teacher or other school employee will be suspended for ten days and/or recommended for expulsion. The incident will be reported to the proper authorities. Before the student

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may return to school, a follow-up report from the authorities will be required.

Theft. Students shall not take the property of another person or be in possession of property belonging to another person without that person's permission. If a student steals or is in possession of property belonging to another person which is valued at \$100 or more, that student has committed a Category 3 offense.

Threats-Illegal Emergency Threats-Bomb, 911, Fire, etc. A student shall not threaten a fire, bombing, or other catastrophe.

Verbal Abuse to a School Employee (Act 1565 of 2001). It is unlawful for any person to use profane, violent, vulgar, abusive, or insulting language toward any school employee. A person who violates this policy shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars (\$100) or more than one thousand fine hundred dollars (\$1500).

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

Possession means having a weapon, as defined in this policy, on the student's body or in an area under his/her control. If, prior to any questioning or search by any school personnel, a student discovers that he/she has accidentally brought a weapon to school including a weapon that is in a vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon. The following procedure will be followed in these situations:

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

Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

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

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

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

Penalty will be:

Minor Vandalism – 3 days D-Hall and conference with parents and pay for damages

Major Vandalism – 3 days ISS and conference with parents and pay for damages

Extreme Vandalism – 10 days Suspension and recommendation for expulsion and pay for damages

DISREGARD OF DIRECTION OR COMMANDS

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

Penalty will be:

1st Offense – 1 day ISS

2nd Offense – 3 days ISS

3rd Offense – 5 days of ISS

DISRESPECT TOWARD SCHOOL EMPLOYEE

Students are expected to display proper respect towards school employees at all times. Extreme disrespect will be considered insubordination which may result in OSS and/or recommendation for expulsion.

Penalty will be:

1st Offense – 1 day ISS

2nd Offense – 3 days ISS

3rd Offense - 5 days ISS

DISRUPTION AND INTERFERENCE WITH SCHOOL

No student shall:

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

Penalty will be:

1st Offense – 1 day ISS

2nd Offense – 3 days ISS

3rd Offense – 5 days ISS

DRESS CODE

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

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

1. Shorts, skirts, or dresses must be no more than the width of a dollar bill above the knee.

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2. All students must wear shoes at all times for health and safety reasons.
3. Students are NOT permitted to wear tank tops (any top that has less than 2 inches across the top of the shoulder), spaghetti strap tops, tube tops, halter-tops, see-through shirts, or midriff tops. No cleavage exposed.
4. Male students must have sleeves.
5. No head coverings of any kind are allowed on the SCSD campuses. This includes hats, cloth bandanas, coats, pull-over jackets, sweatshirts, or anything with a hood.
6. Bandanas are not allowed on campus.
7. Pants must be the proper size and worn at the waist. NO SAGGING!
8. Belts are to be buckled around the waist and not hanging down excessively.
9. Clothing torn or with holes will not be permitted if torn area or holes are above the knee.
10. No mesh shirts unless t-shirts are worn under them.
11. Students are not to wear sunglasses inside the building.
12. Students are not to wear clothing representing a gang affiliation.
13. Students are not permitted to wear clothing or footwear that are intended as sleepwear.
14. No type of combs, brushes, or picks will be allowed to be kept in a student hair during the school day.
15. No excessive objects hanging out of a student's pants or pockets (key rings, rags, shoe strings, etc.).
16. No exposed money attached to clothing (birthday money).

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

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

Penalty will be:

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

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

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

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

EXCESSIVE TALKING IN THE CLASSROOM

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

Penalty will be:

1st Offense – 1 day of D-Hall

2nd Offense – 3 days of D-Hall

3rd Offense – 5 days of D-Hall

4th Offense – 3 days of ISS

FAILURE TO PROVIDE IDENTIFICATION

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

Penalty will be:

1st Offense - 1 day of ISS

2nd Offense - 3 days of ISS

3rd Offense - 5 days of ISS

FALSE ALARM

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

Penalty will be:

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

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

FIGHTING

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

Law authorities will be contacted and:

1st Offense - 3 days OSS

2nd Offense - 5 days OSS

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

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

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

FIREWORKS, MATCHES, LIGHTERS

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

Penalty will be:

1st Offense – 3 days of ISS

2nd Offense – 5 days of ISS

3rd Offense – 10 days of ISS

FOOD/DRINK ON CAMPUS

Students are allowed water in clear bottles on campus.

FOOD DELIVERY

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

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

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

Penalty will be:

1st Offense – 1 day D-Hall

2nd Offense – 3 days D-Hall

3rd Offense – 5 days D-Hall

SELLING FOOD/DRINKS

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

Penalty will be:

1st Offense – 1 day of D-hall

2nd Offense – 3 days of D-Hall

3rd Offense – 5 days of D-Hall

4th Offense – 3 days of ISS

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GAMBLING

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

Penalty will be:

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

GANGS AND GANG ACTIVITY—ACT 1108 OF 1997

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

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

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

HAZING

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

Penalty will be:

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

IMMORALITY

A student shall abstain from indecent and immoral acts.

Penalty will be:

- 1st Offense – 10 days of ISS
- 2nd Offense – 10 days of OSS with the recommendation for expulsion

INDECENT EXPOSURE, SEXUAL ADVANCES and SEXUAL MISCONDUCT

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

Penalty will be:

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

INSUBORDINATION

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

Penalty will be:

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

INTERNET POLICY — ACT 801 OF 1997:

Students may have the opportunity to use a variety of technologies at school, including computers and the Internet. Students are to use this technology as directed by the staff in conformity with school curriculum.

Students who use any technology in an inappropriate manner and/or not as directed by the school are in violation of school policy and subject to discipline, up and including the loss of the right to use the technology (which may involve loss of credit if the technology use was course work). Students who violate technology user agreements are also subject to penalties outlined in the agreement.

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

IN-SCHOOL SUSPENSION GUIDELINES

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

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

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

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

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

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

Students assigned ISS are not allowed to participate in any school activities or to be at the any school function, whether these activities or functions are in or out of town. Students are considered in ISS the day they begin their assignment and until the morning after their assignment ends. If a student moves to another school district before completing his/her ISS assignment, that student will be required to complete the assignment before returning to and attending regular classes.

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

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

1. Bring all materials that will be needed in ISS. If a student fails to bring all materials, they will be provided by the ISS teacher and the student will be given an additional day in ISS.
2. BE SEATED. When entering the ISS classroom, the student is to go directly to his/her assigned area and be

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seated. The student is not to leave the area until given permission by the teacher/director.

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

LASERS (ACT 1408)

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

Penalty will be:

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

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

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

LEAVING THE ROOM OR OUT OF ASSIGNED AREA

A student shall not leave the room or designated area without permission from school authorities.

(AR Stat. 80-1512)

Penalty will be:

1st Offense – 3 days of D-Hall

2nd Offense – 5 days of D-Hall

3rd Offense – 3 days of ISS

4th Offense – 5 days of ISS

LITTERING

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

Penalty will be:

1st Offense – Reprimand and pick up trash

2nd Offense – 1 day of D-Hall and pick up trash

3rd Offense – 3 days of D-Hall and pick up trash

4th Offense – 1 day of ISS

LOITERING BY SUSPENDED OR EXPELLED STUDENTS

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

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

PARKING AND DRIVING REGULATIONS

A student using any type of vehicle (bicycle, motorcycle, automobile, truck) as a means of transportation to and from school shall not violate the rules and regulations set forth by the principal of the school. Students must park the vehicles in the designated parking area. Students must not drive in a reckless manner and must not exceed the speed limit on the streets surrounding the school. Students must get out of cars immediately upon arrival at school and leave the parking lot. The parking lot is off limits after students come onto the campus. Students must have a pass from the assistant principal's office to enter the parking lot during the school day.

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

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

Penalty for violating these rules will be:

1st Offense – 3 days of D-Hall

2nd Offense – 5 days of D-Hall

3rd Offense – 5 days of ISS and suspension of driving rights for 5 days

4th Offense – 10 days of ISS and suspension of driving rights for 10 days

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

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

PHYSICAL ABUSE OR ASSAULT BY A STUDENT ON A SCHOOL EMPLOYEE

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

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

A student shall not use profane, violent, vulgar, abusive or insulting language at any time. A student shall not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process (AR Stat. 41-2908, 41-2910, 41-2922 and 42-2923). A student shall not have in his/her possession pornographic material.

Penalty will be:

1st Offense – 5 days of D-Hall

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2nd Offense – 3 days of ISS
3rd Offense – 5 days of ISS
4th Offense – 10 days of ISS

THREATENING, INSULTING, OR ABUSIVE LANGUAGE TO A SCHOOL EMPLOYEE

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

PUBLIC DISPLAY OF AFFECTION

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

Penalty will be:

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

3rd Offense – 5 days of D-Hall
4th Offense – 3 days of ISS

SEXUAL EXPLICIT MATERIAL

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

Penalty will be:

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

SEXUAL HARASSMENT OR OTHER SEXUAL MISCONDUCT

A student shall not touch self or other students in a sexually suggestive or offensive manner or behave in any way that causes alarm to others. Sexual harassment refers to behavior that is not welcome, that is personally offensive, that debilitates student morale, and that, therefore, interferes with the educational process of its victims.

Penalty will be:

Verbal:

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

Physical:

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

SLEEPING IN CLASS

Students shall not sleep in class. All students are expected to be awake and fully alert during the entire school day.

Penalty will be:

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

SUSPENSION OR EXPULSION

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

- Repetitious misconduct on campus, school bus or school trips.
- Violation of rules and regulations

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

SUSPENSION

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

Any student placed in Out of School Suspension will not be allowed on campus for any reason. Students will be required to make up all work missed during the suspension. Students will be given an opportunity to make up the missed assignments during intervention. Students will have the same number of days as assigned in the suspension to make up the work missed. Example: 3 days of out of school suspension = 3 days to make up work. Failure to make up work in this time frame will result in reduction in percentage of 5% per day. Academic assistance time will be assigned during lunch until all missed assignments are complete.

SUSPENSION RETURN GUIDELINES

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

TARDIES

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

Students shall receive a referral after their 2nd tardy. Tardies are cumulative for each period, individually.

Penalty will be:

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

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TERRORISTIC THREATENING

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

THEFTS

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

Penalty will be:

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

THROWING OBJECTS

Students shall not throw objects of any kind inside or outside the building.

Penalty will be:

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

TOBACCO PRODUCTS (ACT 779 AND ACT 1555)

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

Penalty will be:

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

TOBACCO SUBSTITUTES

The use of products such as e-cigarettes, vapors, or others intended to mimic tobacco are prohibited.

Penalty will be:

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

TRUANCY (SKIPPING SCHOOL OR CLASS)

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

Penalty will be:

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

LEAVING CAMPUS

Students in SCHS are closely supervised. Once a student comes to school by bus, car, walking, etc., he or she is not to leave school without permission from a parent or guardian or school personnel.

Penalty will be:

- 1st Offense: 5 days of ISS
- 2nd Offense: 8 days of ISS
- 3rd Offense: Out of School Suspension

WALK-OUTS/PROTEST

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

4.13F OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

(Not to be filed if the parent/student has no objection)

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

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

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

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

Deny disclosure to military recruiters _____

Deny disclosure to Institutions of postsecondary education _____

Deny disclosure to Potential employers _____

Deny disclosure to all public and school sources _____

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

Deny disclosure to all public sources _____

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

Name of Student (Printed)

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

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

4.35F3—GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM

Student's Name (Please Print) _____

This form is good for school year _____. 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 diabetes. The IHP authorizes the school nurse to administer Glucagon or insulin to my child in an emergency situation.

In the absence of the nurse, trained volunteer district personnel may administer to my child in an emergency situation:

Glucagon _____

Insulin _____

I hereby authorize the school nurse to administer Glucagon and insulin to my child, or, in the absence of the nurse, trained volunteer district personnel designated as care providers, to administer the medication(s) I selected above to my child in an emergency situation. I will supply the medication(s) I selected above 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, its 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 Glucagon or insulin in accordance with this consent form and the IHP.

Parent or legal guardian signature _____

Date _____

Date Adopted:

Last Revised:

Our Mission:

The mission of Star City High School is to engage students in a variety of appropriate learning activities by whatever means it takes.

- **We believe there should be a positive learning environment for all students**
- **We believe two-way communication is imperative in supporting the education of all students**
- **We believe teachers and students need to be prepared to do their very best**
- **We believe all stakeholders should work together and collaborate on what is best for students**
- **We believe there should be high expectations for students and staff that are clearly communicated and goals set to assist in reaching them**

Our Vision:

Star City High School will be a high performing school preparing students for future success.