



**LION  
HANDBOOK  
2020 - 2021  
Searcy, Arkansas**

**SEARCY HIGH SCHOOL**

301 North Ella Street  
Searcy, AR 72143

Phone: (501) 268-8315 Fax: (501) 278-2249

**SCHOOL PROFILE: 2020-2021**

Home Page Address: [www.searcyschools.org](http://www.searcyschools.org)

**Searcy Board of Education**

Dr. Michael Liles  
President

Brent Blakely  
Vice President

Dr. Chad Joice  
Secretary

Jimmy Simpson

Philip Williams

**Administration**

Mrs. Diane Barrett  
Superintendent

Dr. Sheena Williamson  
Asst. Superintendent

Dr. Marc Sherrell  
Asst. Superintendent

Gene Hodges  
Principal

Buddy Roddy  
Asst. Principal

Dr. Teri Morris  
Asst. Principal

Clay McCammon  
Asst. Principal

**Guidance**

Julia Roddy - 11<sup>th</sup>/12<sup>th</sup>  
Katie Sipes - 10<sup>th</sup>/11<sup>th</sup>  
Patti Bowman- 9<sup>th</sup>/Sp Ed

**Faculty and Staff**

Certified: 98  
Support: 29

**School**

Grades: 9-12

Size: 1,102

- 918 Caucasian
- 153 African American
- 31 Asian, Pacific Islander & Native American

178 Instructional Days  
45 Minute Periods  
8 Period Day  
Class Ratio: 11.03  
High Test Scores  
Lowest Grade Inflation Rate  
6A East Conference – Football  
5A Conference All other sports  
Colors: Red and Black  
Mascot: Lion

**Graduation Requirements**

Page 66

**Core GPA**

Calculated from English, Math,  
Science, History,  
and Foreign Language  
Worksheet on page 107

**SHS Grading Scale**

A	90-100
B	80-89
C	70-79
D	60-69
F	0-59

4.0 Scale

AP Courses on 5.0 Scale  
The Searcy School District will use the following quality point scale to compute grade point averages for Advanced Placement (AP), International Baccalaureate (IB), and ADE approved Honors (HW) courses: A=5 points, B=4 points, C=3 points, D=2 points, F=0 points.

HOME ACCESS CENTER (HAC) is available to interested parents who would like to access their student's schedule, attendance and grades through electronic access. Contact your school office if you do not have a user name and password at this time.

**2019 ACT Average**

<b>SHS</b>	<b>21.22</b>
<b>STATE</b>	<b>19.68</b>

**Accreditation:** Searcy High School is accredited through AdvancED. Our high school has been a member of the North Central Association, an accreditation division of AdvancED, since 1924, continually enjoying the highest rating possible. To keep this rating, rigid standards must be maintained. The school board, superintendent, principal, and faculty are constantly on guard to maintain high standards and provide a comprehensive program for all students.

# SEARCY HIGH SCHOOL

## MISSION STATEMENT

Because education is a life-long process of paramount importance to the well-being of the individual and the democratic way of life, it is necessary for students to develop positive work habits, adaptability, understanding, and the ability to live and work in a diverse, technological society.

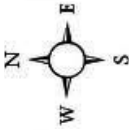
## OBJECTIVES

The school should offer a complete and flexible curriculum providing equal opportunities for all, making provisions for individual differences, and preparing students to become contributing members of society and community, regardless of their chosen field of work. The following have been established as our objectives:

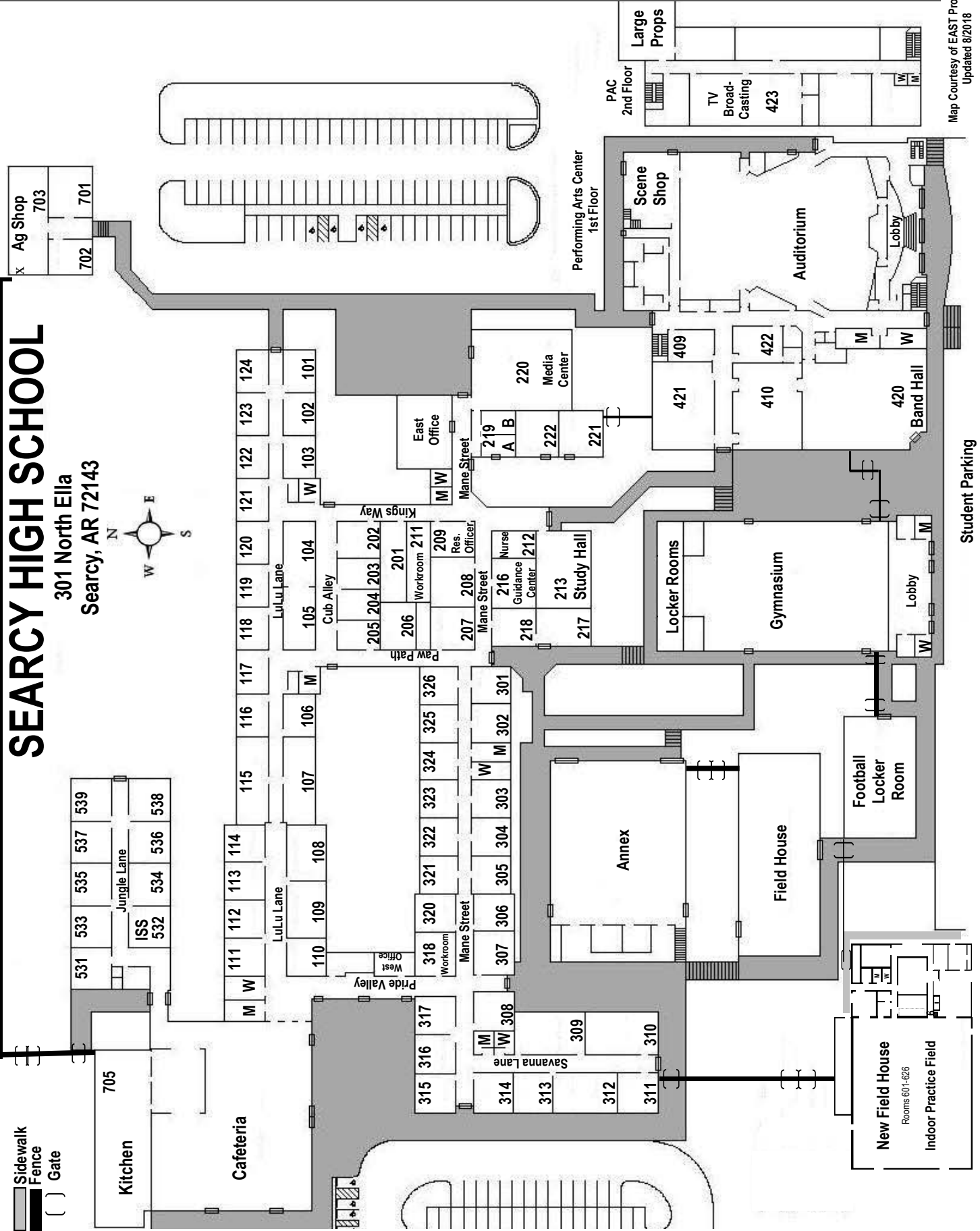
1. To provide an atmosphere, which enhances development of students' talents, abilities, needs, interests, positive self-esteem, and physical and mental health, including stress management.
2. To encourage students to test, investigate, and analyze new ideas by using critical thinking skills so that they may derive valid conclusions.
3. To enable students, through cooperation and participation in school experiences, to assume their responsibilities as family members, consumers, and members of a national society.
4. To present a program of varied extra-curricular activities designed to enhance students' use of leisure time and to develop an appreciation for literature, art, music, and sports.
5. To encourage responsible attitudes and behaviors and endeavor to instill a sense of values and worthwhile ideals.
6. To instill within students a respect for law and order and an appreciation of America's multicultural heritage.
7. To provide opportunities for students to obtain the necessary academics and technology needed for their careers.
8. To emphasize communication opportunities between parents and the school staff for the benefit of the students.

# SEARCY HIGH SCHOOL

301 North Ella  
Searcy, AR 72143



Ella Drive



## SEARCY SCHOOL DISTRICT 2020-2021 SCHOOL CALENDAR

Monday	August 3	New Employee Orientation
Thursday-Friday	August 13-14	District Professional Development
Monday-Friday	August 17-20	District Professional Development
Friday	August 21	Teacher Work Day
Monday	August 24	First Day of School
Monday	September 7	Labor Day Holiday
Thursday	September 24	Progress Reports
Friday	October 23	<u>End of First Quarter—44 Days</u>
Tuesday	October 27	P/T Conferences—Grades 7-12 (3:40—7:30 P.M.)
Thursday	October 29	P/T Conferences—Grades K-6 (3:40—7:30 P.M.)
Tuesday	November 24	Progress Reports
Wednesday - Friday	November 25-27	Thanksgiving Holiday
Monday-Friday	December 21 – January 1	Christmas Holiday
Friday	January 15	<u>End of Second Quarter—47 Days</u>
Monday	January 18	MLK Day / Make Up Day*
Tuesday	January 19	First Day of Second Semester
Thursday	January 21	Report Cards
Monday	February 15	President’s Day / Make Up Day*
Thursday	February 18	Progress Reports 7-12
Thursday	February 18	P/T Conferences—Grades 7-12 (3:40—7:30 P.M.)
Thursday	February 25	Progress Reports K-6
Thursday	February 25	P/T Conferences—Grades K-6 (3:40—7:30 P.M.)
Friday	March 19	<u>End Third Quarter—43 Days</u>
Monday-Friday	March 22-26	Spring Break
Thursday	April 1	Report Cards
Thursday	April 29	Progress Reports Sent Home
Thursday	May 27	<u>End Fourth Quarter—44 Days</u>
Friday	May 28	Make Up Day *
Monday	May 31	Memorial Day
Tuesday	June 1	Make Up Day *

There are five (5) make up days built into this calendar for inclement weather or some other exceptional or emergency circumstance. If either make up days are NOT used or remote learning is utilized instead, students will be dismissed on designated make up days and school will dismiss for the year on Thursday, May 27. If additional make up days are required due to inclement weather or some other exceptional or emergency circumstance, the days will be added to the end of the school calendar (weekdays only). \*A.C.A. § 6-10-106, A.C.A. § 6-10-127

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1 <sup>st</sup> Quarter	44 days	178 Student/Teacher Instruction
Days		
2 <sup>nd</sup> Quarter	47 days	10 Teacher Contracted/PD Days
3 <sup>rd</sup> Quarter	43 days	2 Parent/Teacher Conference Days
<u>4<sup>th</sup> Quarter</u>	<u>44 days</u>	<u>1 Teacher Work Day</u>
Student days	178	191 Teacher Contract Days

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### Teacher Contracted/PD Days—60 hours

4 Professional Growth Plan Days Prior to August 6, 2020 . . . . . 24 hours  
 6 District PD Days August 13-14, 17-20. . . . . 36 hours

### 2020-2021 Board Holidays

Independence Day—July 3	Christmas—December 24, 25
Labor Day—September 7	New Year’s—December 31, January 1
Thanksgiving—November 26-27	Memorial Day—May 31

Board Approved 7/22/2020

## BELL SCHEDULE 8 PERIODS

FIRST BELL	7:53 a.m.
1 <sup>st</sup> PERIOD	8:00-8:45 a.m.
2 <sup>nd</sup> PERIOD	8:50-9:35 a.m.
3 <sup>rd</sup> PERIOD	9:40-10:25 a.m.
4 <sup>th</sup> PERIOD	10:30-11:15 a.m.
<b><u>1<sup>ST</sup> LUNCH</u></b>	<b><u>11:15-11:45 a.m.</u></b>
5 <sup>th</sup> PERIOD	11:50-12:35 p.m.
5 <sup>th</sup> PERIOD	11:20-12:05 p.m.
<b><u>2<sup>nd</sup> LUNCH</u></b>	<b><u>12:05-12:35 p.m.</u></b>
6 <sup>TH</sup> PERIOD	12:40-1:25 p.m.
7 <sup>th</sup> PERIOD	1:30-2:15 p.m.
8 <sup>th</sup> PERIOD	2:20-3:05 p.m.

## FOREWORD

On behalf of the faculty and administration, we extend a cordial welcome to you as a member of the student body of Searcy High School. We sincerely hope that your years at SHS prove to be an enjoyable educational experience.

We urge you to enter into the life of the school with interest and enthusiasm. Your course of study should be planned so that you will be able to participate in a number of school activities. However, classroom work is the foundation upon which the school is built, and should occupy the major part of your time and interest.

The office personnel of the administrative offices are willing to help students get the most from their schoolwork. Any time a student feels that he/she needs help of any kind please let it be known. There may not always be agreement, but an attempt will be made to help the student in reaching a solution to his/her problem. The sole purpose of the school personnel is to help the student, the teacher, and the parent. If you feel that you need to see an administrator, do not hesitate to call or come by.

The Administration and the Board of Education have prepared this handbook in an attempt to help students and parents become familiar with the policies, regulations, requirements, activities, and traditions of Searcy High School. This handbook can help you enjoy more fully the school and the opportunity it affords.

Gene Hodges  
Principal

Assistant Principals:  
Buddy Roddy  
Dr. Teri Morris  
Clay McCammon

# Searcy School District Parental Involvement Plan 2020-2021

**Philosophy: We recognize the family as the first and primary influence in a child's life. We believe:**

- Family involvement in a child's education has the most important influence on a child's success and achievement at school and beyond.**
- A child's education is a responsibility shared by school and family.**
- Families and school must work as knowledgeable partners.**

## **I. Program Components**

To support the belief of the Searcy School District, the schools' parents, alumni, and community must work as knowledgeable partners. The Parental Involvement Plan will include, but not be limited to, the following components of a successful parental involvement program.

Schools will provide the following opportunities to involve parents, alumni, and community.

### **1. Development of a Parent, Alumni, and Community Involvement Committee**

- a. A Parent, Alumni and Community Involvement Committee will be formed to work in collaboration with the school to establish or review a Parental Involvement Plan.
- b. The Parental Involvement Plan will be published in the local newspaper, in the student handbook, and posted on the school website.

### **2. Volunteer Plan**

- a. The school will survey parents regarding their abilities and interests as volunteers.
- b. An orientation will be held to inform volunteers about the school.
- c. The school will provide a volunteer resource book for teachers listing the interests and availability of volunteers.

### **3. Activities and Events (includes but not limited to)**

- Family Literacy and Math Nights
- Open Houses
- Fine Arts Events
- Athletic Events
- Student Showcase Events
- Four Year Plan Seminar
- Annual Report to the Public

### **4. Resource Materials**

- Parenting books, pamphlets, handouts, and DVDs
- Student handbooks
- School website
- Community resources
- Internet resources
- School newsletters

### **5. Recognition of Parents**

- Volunteer receptions, banquets, etc.
- Recognition for certain number of hours of service

## **II. Information for Families**

1. A Parent Involvement Coordinator for Searcy School District will be identified
2. The student handbook and school/district calendar will be made available to each student's parents
3. Contact information for parents about each school will be provided, e.g., facilitators, volunteers, school personnel
4. Responsibility of the parents, teachers, and staff
5. List of ways parents may be involved at school
6. Resources for families in crisis

## **III. Parent Center**

There is a parent center located on each campus. Each school will provide parents with a list of resources available.

## **IV. School Policies**

1. School policies/procedures do not discourage a parent from visiting the school. Each school will develop guidelines and procedures for parent visitation, student check-out, and pick-up procedures.
2. Staff development requirements will include a minimum of two hours for teachers and three hours for administrators in effective parent/involvement strategies.

## **V. Parent Facilitator**

Each school will designate one certified staff member as the Parent Facilitator to promote and encourage a welcoming atmosphere for parental involvement and to ensure that parental participation is recognized as an asset to the school.

The Parent Facilitator's name and contact information will be provided.

# **STUDENTS**

## **4.1—RESIDENCE REQUIREMENTS**

### **Definitions**

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

1. Supervision by the person's parent or legal guardian; and
2. Formal legal approval.

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

“Resident” means a student whose parents, legal guardians, persons having lawful control of the student or persons standing in loco parentis reside in the school district.



Residential address” means the physical location where the student’s parents, legal guardians, persons having lawful control of the student or persons standing in loco parentis reside. A student may use the residential address of a parent, legal guardian, person having lawful control of the student or person standing in loco parentis only if the student resides at the same residential address and if the guardianship or other legal authority is not granted solely for educational needs or school attendance purposes.

The schools of the District shall be open and free through the completion of the secondary program to all persons between the ages of five (5) and twenty one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis for school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the District for a primary purpose other than that of school attendance. However, a student previously enrolled in the district who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools. A foster child who was previously enrolled in a District school and who has had a change in placement to a residence outside the District, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education co-op to which the district belongs may enroll in the district even though the employee and his/her child or ward reside outside the district.

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

## **4.2—ENTRANCE REQUIREMENTS**

To enroll in a school in the District, the child must be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS), meet the criteria outlined in policy 4.40—HOMELESS STUDENTS or in policy 4.52—STUDENTS WHO ARE FOSTER CHILDREN, be accepted as a transfer student under the provisions of policy 4.4, or participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

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

and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon written request to the District. Any student who was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country, becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody, will become five (5) years of age during the year in which he or she is enrolled in kindergarten, and meets the basic residency requirement for school attendance may be enrolled in kindergarten upon a written request to the District.

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

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

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

Students who move into the District from an accredited school shall be assigned to the same grade as they were attending in their previous school (mid-year transfers) or as they would have been assigned in their previous school. Private school students shall be evaluated by the District to determine their appropriate grade placement. Home school students enrolling or re-enrolling as a public school student shall be placed in accordance with policy 4.6—HOME SCHOOLING.

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

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

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
  - a. A birth certificate;
  - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
  - c. An attested baptismal certificate;
  - d. A passport;
  - a. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
  - b. United States military identification; or
  - c. Previous school records.
3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion

proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

4. In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

### **Uniformed Services Member's Children**

For the purposes of this policy:

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

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

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

“Eligible child” means the children of:

- Active duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Members or veterans of the uniformed services who are severely injured and medically discharged or retired for a period of one (1) year after medical discharge or retirement; and
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty for a period of one (1) year after death.

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

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

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

An eligible child as defined in this policy shall:

1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
3. Enter the District's school on the validated level from his/her previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. Be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

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

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

### **4.3—COMPULSORY ATTENDANCE REQUIREMENTS**

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

1. The child is enrolled in private or parochial school.
2. The child is being home-schooled and the conditions of policy (4.6—HOME SCHOOLING) have been met.
3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the District administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.

5. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
6. The child is age sixteen (16) or seventeen (17) and has met the requirements to enroll in an adult education program as defined by A.C.A. § 6-18-201 (b).

#### **4.4—STUDENT TRANSFERS**

The Searcy School District, in conjunction with other districts in White County, shall review and accept or reject requests for transfers, both into and out of the district, on a case by case basis at the June, July, and August regularly scheduled board meetings. The transfer of a student who has been released by another district in August may be accepted in September. In addition, during the months of September through May, a legal transfer may be considered by the respective boards in White County if the transfer would allow a student who changes district residence during the school year to remain in school in the district he or she is currently attending.

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

Any student transferring from a school accredited by the Division of Elementary and Secondary Education (DESE) to a school in this district shall be placed into the same grade the student would have been in had the student remained at the former school. Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Any student transferring from a school that is not accredited by the DESE to a District school shall be evaluated by District staff to determine the student's appropriate grade placement. A student transferring from home school will be placed in accordance with Policy 4.6—HOME SCHOOLING.

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.

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

## **4.5—SCHOOL CHOICE**

### **Standard School Choice**

#### **Application Process**

The student's parent shall submit a school choice application on a form approved by ADE to this District along with a copy to the student's resident district. Except for students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, the transfer application must be postmarked or hand delivered on or before May 1 of the year preceding the fall semester the applicant would begin school in the District. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked or hand delivered on or after May 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base may submit an application and transfer at any time if the student's application:

1. Is filed with the nonresident school district within fifteen (15) days of the parent's or guardian's arrival on the military base;
2. Includes the parent's or guardian's military transfer orders; and
3. Includes the parent's or guardian's proof of residency on the military base.

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

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

#### **Accepted Applications**

Applications which fit within the District's stated capacity standards shall be provisionally accepted, in writing, with the notification letter stating a reasonable timeline by which the student shall enroll in the District by taking the steps detailed in the letter, including submission of all required documents. If the student fails to enroll within the stated timeline, or if all necessary steps to complete the enrollment are not taken, or examination of the documentation indicates the applicant does not meet the District's stated capacity standards, the acceptance shall be null and void.



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

A present or future sibling of a student who continues enrollment in this District may enroll in the District by submitting a Standard School Choice application. Applications of siblings of presently enrolled choice students are subject to the provisions of this policy including the capacity standards applicable to the year in which the sibling's application is considered by the District. A sibling who enrolls in the District through Standard School Choice is eligible to remain in the District until completing his/her secondary education.

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

### **Rejected Applications**

The District may reject an application for a transfer into the District under Standard School Choice due to a lack of capacity. However, the decision to accept or reject an application may not be based on the student's previous academic achievement, athletic or other extracurricular ability, English proficiency level, or previous disciplinary proceedings other than a current expulsion.

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

An application may be provisionally rejected if the student's application was beyond the student's resident district's three percent (3%) cap. The student's resident district is responsible for notifying this District that it is no longer at its three percent (3%) cap. If a student's application was provisionally rejected due to the student's resident district having reached its three percent (3%) cap and the student's resident district notifies this District that it has dropped below its three percent (3%) cap prior to July 1, then the provisional rejection may be changed to a provisional acceptance and the student would have to meet the acceptance requirements to be eligible to enroll in the District.

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

Any applications that are denied due to the student's resident district reaching the three percent (3%) limitation cap shall be given priority for a choice transfer the following year in the order that the District received the original applications.

## **Transfers Out of the District**

All Standard School Choice applications shall be granted unless the approval would cause the District to have a net enrollment loss (students transferring out minus those transferring in) of more than three percent (3%) of the average daily membership on October 1 of the immediately preceding year.

NOTE: For more complete information on school choice rules and options, reference the district policies at [www.searcschools.org](http://www.searcschools.org).

## **4.6—HOME SCHOOLING**

### **Enrollment in Home School**

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

1. At the beginning of each school year, but no later than August 15;
1. Fourteen (14) calendar days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3. Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

- Electronically, including without limitation by email;
- By mail; or
- In person.

The notice shall include:

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

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

### **Enrollment or Re-Enrollment in Public School**

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



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

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

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

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

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

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

#### **4.7—ABSENCES**

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

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

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

Students who miss 10 minutes of class will be counted absent from that class.

### **Excused Absences**

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student's parent/guardian calls the principal's office on the day of an absence to report the absence and the reason for the absence or sends a written note or a doctor's written statement to the principal's office when the child returns to school. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation will **not** be accepted.

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with **prior approval** of the principal;
7. Participation in an FFA, FCS, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.

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

### **Unexcused Absences**

Absences not defined above or not having an accompanying note from the parent; legal guardian; person having lawful control of the student; or person standing in loco parentis, presented in the timeline required by this policy, shall be considered as unexcused absences. Students with **six (6)** unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the

circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has three (3) and five (5) unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds six (6) unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

**Truancy** – Failure to be in the assigned class or scheduled area without permission of the office and/or supervising teacher will be considered truancy. Failure to be in attendance at school without the knowledge of parents will also be considered truancy.

The following procedure will be followed in matters concerning truancy:

- a. First truancy— Parent notification / student conference where regulation and future consequences will be explained plus Saturday School or other disciplinary action deemed necessary by the principal.
- b. Second truancy— Parent notification /student/ principal conference plus (2) Saturday Schools or other disciplinary action deemed necessary by the principal.
- c. Third and all subsequent truancy – Parent notification/student/ principal conference plus consequences deemed necessary by the principal.

It is the Arkansas General Assembly’s intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district’s administration for special arrangements to address the student’s unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement’s requirements. The agreement shall be signed by the student, the student’s parent;; legal guardian;; person having lawful control of the student; or person standing in loco parentis, and the school or district administrator or designee.

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

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

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

## **4.7.1—ADDITIONAL RULES CONCERNING ABSENCES**

Students must obtain a readmit slip if their parents did not notify the school on the day of their absence or if the absence is unexcused, unresolved, or as the result of a suspension. **Readmit slips must be obtained prior to 8:00 a.m.** Students who are late to class because they are receiving a readmit slip will be counted tardy.

Students receiving more than three (3) unexcused absences for any one period during the day will be subjected to disciplinary measures ranging from D-hall to Saturday school.

### **Half Day Absence**

Students who are absent from school more than  $\frac{1}{2}$  of the school day ( $3\frac{1}{2}$  periods) will not be permitted to participate in any school activity that same night without special permission from the Principal's office.

### **Check-In**

Students who arrive late to their first class (whichever that might be) must check in with the office. This includes students who return from doctor, dentist, court appointments, etc. Students not checking in will be subjected to disciplinary action.

### **Check-Out**

Students may leave campus only after checking out through the office. The office must speak with a parent by phone or in person before a student is granted permission to leave. (Extenuating circumstances may warrant a Principal to grant the leave.) Students who fail to check out of school properly are considered truant.

### **Homebound**

In case of prolonged absence due to illness, injury, or other emergencies deemed acceptable, the school may provide an alternative or homebound program. Students in an alternative or homebound program will be considered in attendance. In order to be considered for either program, the following criteria must be met:

- A request from the parent or guardian in writing that includes why special status should be granted;
- A statement by the attending physician as to the student's diagnosis, reason for confinement, and approximate length of time such services will be needed (criteria is at the principal's discretion);
- Approval by the principal or assistant principal.

### **College Leave**

Seniors are allowed two (2) college days for the year. These days are to be used for visiting prospective colleges and universities. Requests for college leaves are to be done two (2) days before using college leave. Request forms are to be picked up in the assistant principal's office. A letter from the college or university, signed by the school official and stating that the student made the visit is required if college leave is to be granted. The letter is to be submitted to the assistant principal on the day the student returns to school. Failure to provide this documentation will result in an unexcused absence or truancy. College leave will apply towards the number of accumulated absences that may constitute a basis for denial of credit and semester test exemption.

## Secondary Student Personal Leave

Students in grades 7-12 will be granted a maximum of three (3) days personal leave per year if they meet the following criteria:

- No more than five (5) excused absences in the previous semester;
- No more than three (3) excused absences in the current semester;
- No trancies or unexcused absences for the previous or current semester;
- Grade point average of 2.0 or better based on the most recent semester grades recorded;
- Citizenship grade of 1 or 2.

A request for personal leave is to be done two (2) days prior to day of absence and may not be taken during nine weeks tests, semester exams, or state tests. Request forms are to be picked up in the assistant principal's office. The student will be responsible for notifying his or her teacher. If this is not done, the make-up work will not be counted.

Make up of assignments will be as follows:

- Assignments due on the leave days must be done before the absence or turned in upon the day of return.
- Tests previously scheduled may be given on a prearranged day or the teacher may opt to let the student miss the test and receive no points for or against his or her record.
- If a student fails to do the required work, he or she will receive zeros for the missed days.

Personal leave will apply towards the number of accumulated absences that may constitute a basis for denial of credit and semester test exemption.

## 4.8—MAKE-UP WORK

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

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

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

Work missed while a student is expelled from school may not be made up for credit and students shall receive a zero for missed assignments.

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

## **4.9—TARDIES**

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

Students are given adequate time for passing between classes; therefore, students are not to be tardy to class. Students who are late to class take valuable time from the teachers and other students. When a student receives his/her 3rd and 5th tardy, he/she will be required to report to detention hall. The 7th tardy will result in one Saturday School or two days of ISS. The ninth tardy will result in two Saturday Schools or four days of ISS. For each additional three tardies, two Saturday Schools or four days of ISS will be assigned. Tardies are tabulated as the total tardies per class per semester. Tardies will start over each semester.

## **4.10—CLOSED CAMPUS**

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

Except as part of a class party, gifts should not be exchanged at school. Flowers, balloons, or other gifts may not be delivered to students while they are in class.

### **DELIVERIES ON CAMPUS**

**Students will not be allowed to receive deliveries of gifts, flowers, balloons, etc. on school property.**

## **4.11—EQUAL EDUCATIONAL OPPORTUNITY**

No student in the Searcy School District shall, on the grounds of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District. The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the Title IX Coordinator or the 504 Coordinator, who may be reached at 801 North Elm, Searcy, AR 72143 or 501-268-3517.



## 4.12—STUDENT ORGANIZATIONS/EQUAL ACCESS

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

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

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

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

### Organizational Fundraising

Although the board recognizes the value of certain organizational drives, it does not allow money collection drives to be made in school for purposes outside the program. This saves much school time and relieves teachers and principals of much responsibility not related to the educational programs of the district. Solicitation of donations for a particular cause may be done only with approval by the principal.

#### **BETA CLUB**

**Grades:** 10-12

**Requirements:** 3.25 GPA, Worthy character and attitude

**Dues:** New \$15.00 Returning \$15.00

**Meetings:** 3<sup>rd</sup> Wednesday

**Sponsors:** White Room 308

Holman Room 323

**Purpose and Activities:** The Beta Club is a leadership-service organization. Its purpose is to stimulate effort and reward as well as encourage its members to continue their education after high school. Service projects may include Fall Harvest

Festival, Valentines for Byrd Haven, and other community service activities

#### **BAND**

**Grades:** 9-12

**Requirements:** Presently in Band

**Sponsors:** Luzzi & Fudge Room 400

**Activities:** The band performs for pep rallies, half-time shows at football games, and the annual winter concert. During the spring, the band attends district and state band festivals.

#### **CHEERLEADERS**

**Grades:** 9-12

**Requirements:** 2.0 GPA required and Tryout

**Sponsor:** 9 Holeyfield Room539

10-12-Cramblett-Gym Annex

**Purpose and Activities:** Cheerleaders promote school spirit, encourage good sportsmanship, and cheer in pep assemblies and games.

## **CHOIR**

**Grades:** 9-12

**Sponsor:** Cross Room 402

**Activities:** The choir competes for honors in Regional and State Choral Festivals, presents concerts, and other signing engagements throughout the community

## **DRAMA CLUB**

**Grades:** 9-12

**Requirement:** Drama Club is open to all students who wish to learn about acting or technical theatre. COMPETITIVE actors and technicians must have a GPA of 2.0 or higher and a positive school record

**Dues:** \$10

**Meetings:** 4th Tuesday at 7:30AM

**Sponsor:** M. Taylor, Room 422

**Purpose and Activities:** The Drama Club promotes acting and technical theatre through the spring and fall play. It also offers the opportunity for students to compete at forensic and debate tournaments throughout the school year as well as other performance opportunities.

## **FAMILY, CAREER & COMMUNITY LEADERS OF AMERICA (FCCLA)**

**Grades:** 9-12

**Requirements:** Present and former FCS students

**Dues:** \$15.00

**Meetings:** 2<sup>nd</sup> Wednesday at 7:35 AM

**Sponsor:** Johnston Room 104

**Purpose and Activities:** FCCLA is a national organization promoting family, leadership, home and community life. Activities include STAR events competitions; district, state and national leadership conferences; and community services projects. Ex. Angel Tree, Arkansas Food Bank

## **FELLOWSHIP OF CHRISTIAN ATHLETES (FCA)**

**Grades:** 9-12

**Requirements:** Presently in Athletics or a supporter

**Dues:** Varies

**Meetings:** Called

**Sponsor:** Bryant Turney Room 117

**Purpose and Activities:** Fundraiser Egg Sale to support Angel Tree Project at Christmas.

## **FINE ARTS CLUB**

**Grades:** 9-12

**Requirements:** Present and former Art students

**Dues:** Varies

**Meetings:** Called

**Sponsors:** Hester Room 201

**Purpose and Activities:** To give the serious art student an opportunity to expand their learning experience through art field trips and the use of their talents to benefit the art program, school and community in various ways.

## **FRENCH CLUB**

**Grades:** 9-12

**Requirements:** Presently in French

**Dues:** \$5.00

**Meetings:** 2<sup>nd</sup> Friday of odd months

**Sponsor:** McCready Room 301

**Purpose and Activities:** Various activities are designed each year to increase interest in the French language and customs. Major projects could include participating in Mardi Gras and donating to various charities (911 & disaster relief).

## **FRENCH HONORARY**

**Grades:** 10-12

**Requirements:** 3 semesters with A average and 3.0 overall GPA

12 participation points are required for Honor Cord

**Dues:** \$10.00

**Sponsor:** McCready Room 301

**Meetings:** 2<sup>nd</sup> Friday of even months

**Purpose:** To Honor high achieving students in French and to foster a serving spirit through various service projects

## **FUTURE BUSINESS LEADERS OF AMERICA (FBLA)**

**Grades:** 9-12

**Requirements:** Present or former Business students

**Dues:** \$15.00

**Meetings:** 1<sup>st</sup> Wednesday 7:35 AM

**Sponsors:** Akridge Room 206

**Purpose and Activities:** The purpose of FBLA is to provide, as an integral part of the instruction program, opportunities for students to develop vocational and career competencies and to promote civic and personal responsibilities. FBLA's goals are oriented to develop competent, aggressive



business leadership. Students participate in local, district, and state competitions.

**FUTURE FARMERS OF AMERICA (FFA) Grades: 9-12**

**Requirements:** Presently in Agri  
**Dues:** \$11.00

**Meetings:** 1<sup>st</sup> Thursday at 7:30 AM

**Sponsors:** Safley Room 702

**Purpose and Activities:** FFA develops premiere leadership, personal growth, and career success. Activities include live stock exhibitions, leadership contests, career contests, state and national conventions, camps, and public service projects.

**FUTURE TEACHERS OF AMERICA (FTA)**

Robert A. Abney Chapter

**Grades:** 9-12

**Requirements:** Prospective teachers

**Dues:** \$5.00

**Meetings:** 3<sup>rd</sup> Friday 7:30 AM in Cafeteria

**Sponsors:** Cook Room 110

**Purpose and Activities:** Special projects promote enthusiasm and recognition for those presently involved in the teaching profession and those who desire it. Surprises and snacks for teachers, Secret Santa, Christmas for Kids, canned food drives, Happy Grams, and fall and Spring Teaching Days are among the many projects of FTA members.

**KEY CLUB**

**Grades:** By Application

**Requirements:** 2.00 GPA & a Strong Commitment to Community Service

**Dues:** \$10.00

**Sponsor:** Butler Room 114

**Purpose and Activities:** Sunshine School haunted school in the spring  
**Meetings:** Tuesdays

**Purpose and Activities:** Sunshine School haunted house and Sunshine School spring dance. Assist Kiwanis Club in Annual Pancake Breakfast fundraiser

**NATIONAL HONOR SOCIETY Grades: 11-12**

**Requirements:** 2<sup>nd</sup> semester Junior with 3.5 GPA in the core curriculum, pursuing the College Preparatory or College Preparatory Plus Diploma; approval of faculty council.

**Induction fee:** \$10.00 (paid before induction)

**Dues:** \$10:00 during Senior year

**Meetings:** 3<sup>rd</sup> Tues. 7:35 a.m. Room 309

**Sponsor:** Rose/Webb

**Purpose and Activities:** Members of NHS serve as examples to fellow students in character, service, leadership, and scholarship. Service projects include, but are not limited to the Angel Tree Project, Spring Food Drive, serving at banquets and receptions, helping with SHS recycling project, and serving in the concession stand. Members will also complete a minimum 10-hour independent service project with pre-approval from the sponsors.

**NATIONAL THESPIAN SOCIETY**

**Grades:** 9 - 12

**Requirements:** Must be an active member of the SHS theatre program having earned a minimum of 10 thespian points and participated in the equivalent of two full length productions. COMPETITIVE actors and technicians must have a GPA of 2.0 or higher and a positive school record.

**Dues:** One time Induction Fee \$35

**Sponsors:** M. Taylor Room 422

**Purpose and Activities:** To honor high achieving students in theatre. Thespians host the Haunted Theatre in October and participate in the Arkansas State Thespian Festival.

**QUILL AND SCROLLS Grades: 11-12**

**Dues:** \$15.00

**Sponsor:** Bowman

**Requirements:** Top ½ of class, involved on yearbook, newspaper, broadcast for at least one year, and recommendation of advisor.

**QUIZ BOWL**

**Grades:** 10-12

**Requirements:** Try-outs, attend meets, study practice manuals; final 12 members chosen based on overall performance during the year.

**Meetings:** Monday 3:15- 4:15

**Sponsor:** L. Taylor Room 123

**SPANISH HONORARY Grades: 10-12**

**Requirements:** 3 Semesters of Spanish, 85% or above in Spanish, and 3.0 GPA

12 participation points for Honor Cord

**Dues:** \$5.00

**Meetings:** 4<sup>th</sup> Thursday at 7:40 AM

**Sponsors:** Nielsen Room 302

**Purpose and Activities:** Spanish Honorary members serve the community by cleaning Ella Street twice each month, donating to various needy charities, and participating in Christmas for Kids. Special speakers, projects, and trips are arranged to provide the membership a taste of Spanish culture.

A Mexican lunch is presented to the faculty and staff once a year.

**STUDENT COUNCIL Grades: 9-12**

**Requirements:** Class Officers, Representatives, and Club Presidents

**Dues:** None

**Meetings:** 3<sup>rd</sup> Thursday 7:30 AM (or as needed)

**Sponsors:** Christine Edelmann Room 204

**Purpose and Activities:** Student Council is the link between the student body and the faculty. Members represent SHS at various school and community events. The major service project of Student Council is the SHS Food Pantry which provides food and other necessities to students in need

**YOUTH TO YOUTH Grades: 9-12**

**Requirements:** Drug, Alcohol, & Tobacco Free, and participate in activities

**Dues:** New \$7.00 Returning Member \$5.00

**Meetings:** 2<sup>nd</sup> Thursday 7:30 AM

**Sponsor:** Delgado Room 325

**Purpose and Activities:** Youth to Youth promotes drug free lifestyles and encourages members and students in activities that include Red Ribbon Week, charity Penny Drive, Prom Promise, High School Heroes

## 4.13—PRIVACY OF STUDENTS’ RECORDS/ DIRECTORY INFORMATION

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

The district shall receive written permission before releasing education records to any agency or individual not authorized by law to receive and/or view the education records without prior parental permission. The District shall maintain a record of requests by such agencies or individuals for access to, and each disclosure of, personally identifiable information (PII) from the education records of each student. Disclosure of education records is authorized by law to school officials with legitimate educational interests. A personal record kept by a school staff member is **not** considered an education record if it meets the following tests.

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

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

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

In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student’s caseworker or to the caseworker’s representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student’s PII without getting permission:

- The student must be in foster care;
- The individual to whom the PII will be released must have legal access to the student’s case plan; and
- The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student.

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

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

For purposes of this policy, the Searcy School District does not distinguish between a custodial and noncustodial parent, or a non-parent such as a person acting in loco parentis or a foster parent, with respect to gaining access to a student's records. Unless a court order restricting such access has been presented to the district to the contrary, the fact of a person's status as parent or guardian, alone, enables that parent or guardian to review and copy his child's records.

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading. If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing.

Unless the parent or guardian of a student (or student, if above the age of eighteen (18)) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

A student's name and photograph will only be displayed on the district or school's web page(s) after receiving the written permission from the student's parent or student if over the age of 18.

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

The right to opt out of the disclosure of directory information under Family Educational Rights and Privacy Act (FERPA) does not prevent the District from disclosing or requiring a student to disclose the student's name, identifier, or institutional email address in a class in which the student is enrolled.

#### **4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE**

The Superintendent and the student media advisors(s) shall jointly develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), place(s), and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

##### **Definitions**

“School-sponsored media” means all student media that are:

- Supported financially by the school;
- Supported by the use of school facilities; or
- Produced in conjunction with a class.

“Student journalist” means a student who gathers, writes, edits, photographs, records, video tapes, or prepares information for dissemination in student media.

“Student media” means any means of communication that are:

- Prepared, substantially written, published, or broadcasted by a student;
- Distributed or generally made available, either free of charge or for a fee, to members of the student body; and
- Prepared under the direction of a student media advisor.

“Student media” does not include media that is intended for distribution or transmission solely in the classroom in which it is produced.

“Student media advisor” means an individual who is employed, appointed, or designated by the District to supervise or provide instruction with respect to student media.

##### **Student Media**

While the District recognizes a student's right of expression under the First Amendment of the Constitution of the United States, school-sponsored media does not provide an open public forum for public expression. Student media, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial review of the District's administration, whose actions shall be reasonably related to legitimate pedagogical concerns and adhere to the following limitations:

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that:
  - a. Are obscene as to minors;
  - b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
  - c. Constitute an unwarranted invasion of privacy as defined by state law;
  - d. Suggest or urge the commission of unlawful acts on the school premises;
  - e. Suggest or urge the violation of lawful school regulations;
  - f. Scurrilously attacks ethnic, religious, or racial groups; or
  - g. Harass, threaten, or intimidate a student.

### **Student Media on School Web Pages**

Student media displayed on school web pages shall follow the same guidelines as listed above and shall also:

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

### **Student Distribution of Non-school Literature, Publications, and Materials**

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

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

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



## **4.15—CONTACT WITH STUDENTS WHILE AT SCHOOL**

### **CONTACT BY PARENTS**

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

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

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

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

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

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

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

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the

parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

#### **CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS**

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

#### **4.16 – STUDENT VISITORS**

The board strongly believes that the purpose of school is for learning. Social visitors, generally, disrupt the classroom and interfere with learning that should be taking place. Therefore, visiting with students at school is strongly discouraged, unless approved by the principal and scheduled in advance. This includes visits made by former students, friends, and/or relatives of teachers or students. Any visitation to the classroom shall be allowed only with the permission of the school principal and all visitors must first register at the office.

#### **4.17—STUDENT DISCIPLINE**

The Searcy Board of Education has a responsibility to protect the health, safety, and welfare of the District’s students and employees. To help maintain a safe environment conducive to high student achievement, the Board establishes policies necessary to regulate student behavior to promote an orderly school environment that is respectful of the rights of others and ensures the uniform enforcement of student discipline. Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school sponsored function, activity, or event; and
- Going to and from school or a school activity.

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

The District’s personnel policy committees shall annually review the District’s student discipline policies, including State and District student discipline data, and may recommend changes in the policies to the school board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The District’s student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student’s parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.

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

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



It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

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

### **DETENTION HALL**

Detention hall is an alternative form of punishment that allows a student to remain in school instead of being suspended. Detention hall will be used for minor offenses that do not warrant a Saturday School, In-School Suspension, or Out-of-School Suspension. Detention hall will meet on Tuesday, Wednesday, Thursday, and Friday from 7:20 a.m. until 7:53 a.m. Students are to bring homework or a book to read and should not report to detention hall without academic work. Corporal Punishment will not be allowed as an alternative.

Students are to be on time and will not be allowed to enter after the bell rings. Students reporting late will be counted the same as a no-show. Students who fail to report to Detention hall will have one extra day added. The added day will be called a No Show. If students have other Detention hall days pending, the No Show will be the last day served. If a student should fail to report to Detention hall a second time, before the No Show is served, he will be assigned Saturday School. When a student receives a second no-show, all Detention halls pending will be removed and Saturday School assigned for each day pending, up to three (3) days. Students will not be allowed to have more than five (5) Detention halls pending. For each day over five, the student will also be assigned Saturday School.

Students will not be allowed to serve more than 12 Detention halls per semester. Detention halls assigned after 12 will result in Saturday School.

### **SATURDAY SCHOOL**

Saturday School is an alternative to the students and parents for out-of-school suspension. Sessions will begin at 8:00 a.m. and end at 12:00 noon.

Students will be given Saturday School for (but not limited to) the following offenses:

1. Excessive tardies
2. Uncooperative behavior or disruptive behavior
3. D-Hall offenses
4. Truancy
5. Possession of tobacco

Saturday School will not be an option for offenses of:

1. Drug and Alcohol possession
2. Fighting
3. Possession of weapons
4. Assault
5. Terrorist threats

To encourage attendance students who miss Saturday School during a given school year will no longer be assigned this option. These students will be given Out-of-School suspension or 2 days of In-School Suspension

for all future offenses that warrant Saturday School. Students that have three Saturday Schools pending will be assigned 2 days of In-School Suspension for violations that warrant Saturday School.

If the Saturday School option is available, an administrator will conference with the student concerning the rules and guidelines of Saturday School. A copy of the rules and guidelines along with the assignment date will be mailed to the parents.

### **Rules for Saturday School**

1. Upon checking in, each student must have at least one (1) library book, two (2) textbooks, paper, and pencils. No magazines or newspapers will be allowed. Students will not be allowed to go to lockers for materials. This must be taken care of before entering the building.
2. Appropriate school clothing must be worn. The school dress code will be strictly enforced.
3. A student must attend Saturday School on the date assigned unless prior arrangements have been made with the Principal. If the student is ill on the day assigned Saturday School, **the office must be notified between the hours of 7:30 a.m. and 8:00 a.m. on that Saturday.** If the student does not attend as required, the school has no choice but to assume that the parents disagree with this system of corrective measures. Students missing Saturday School will be assigned In-School Suspension.

### **IN-SCHOOL SUSPENSION**

Provides an alternative to out-of-school suspension; isolates disruptive students from their peers in a controlled setting; assists students in continuing academic progress on classroom assignments; teaches students appropriate behavior by identifying inappropriate behavior.

When assigning In-School Suspension, the Principal or Assistant Principal will take into consideration the severity of the student's misbehavior and his/her past discipline record when determining the duration. The Principal or Assistant Principal will use his/her discretion if it becomes necessary to assign a student to In-School Suspension for a duration of more than 10 days. Students misbehaving while in In-School Suspension will be given Out-Of-School Suspension and the student may be required to successfully complete the original In-School Suspension assignment before returning to a regular classroom. Out-Of-School Suspension will not exceed 10 consecutive days. If Out-Of-School Suspension occurs, these days will be recorded as unexcused absences and no make-up work will be accepted. In-School Suspension days will count toward loss of semester test exemption.

In-School Suspension will not be an option for offenses of:

1. Drug and alcohol possession
2. Fighting
3. Possession of weapons
4. Assault
5. Terroristic threats

### **In-School Suspension Rules**

1. ISS starts at 8:00 a.m. and ends at 3:05 p.m.
2. Students report to ISS immediately upon arrival and sit in their assigned seat.
3. There will be a restroom break in the morning, at lunch, and in the afternoon.
4. Students must bring all books, workbooks, paper, pencils/pens, rulers, and any other material necessary to complete their assigned work. Students will not be permitted to bring personal reading material to the ISS.
5. Students will go to lunch with the ISS teacher. Students may bring a lunch, purchase a lunch, or not eat. Students will walk to and from the cafeteria with the ISS instructor. Students will not speak, wave, nod, or in any way recognize anyone else while going to or coming from the cafeteria. The ISS teacher will assign each student a specific seat at a specific table and, after obtaining their food, students will remain in that seat until advised by the ISS teacher that it is time to leave.

6. Students will remain in their assigned seats, sitting in an upright position. Sleeping or resting heads on desks will not be allowed.
7. If a student wishes to speak, he/she must first raise his/her hand and be acknowledged by the ISS teacher.
8. The student's first assignment will be to fill out ISS forms and copy the rules on separate paper and turn them in to the ISS teacher.
9. Students must successfully complete their assigned number of days. Days considered unsuccessful by the teacher will be added on.
10. In classes such as Physical Education, Art, Keyboarding, etc., where the regular activity may not be possible, supplementary assignments may be given by the ISS teacher.
11. Students will not be allowed to participate in or attend extra-curricular activities while assigned ISS.

### **In-School Suspension Teacher Duties**

1. Be responsible for notifying teachers when lesson plans are needed for students;
2. Follow teachers' plans in assigning work to students;
3. Hold students responsible for finishing and correcting all work assigned;
4. Contact parents if there is reasonable doubt that parents do not know that the student is on suspension;  
and
5. Compile students' work and return to teachers.

Searcy School District reserves the right to punish behavior which is subversive to good order and discipline in the schools, even though such behavior is not specified in the written rules of student conduct.

## **4.18—PROHIBITED CONDUCT**

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Use or misuse of electronic communication devices on the school campus during normal school hours unless specifically exempted by the administration for health or other compelling reasons;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection (PDA) (It should be remembered that there is a proper time and place for showing affection. School is not the place to show affection through physical contact such as placing arms around another person, kissing, etc.);
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;

15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possessing, viewing, distributing or electronically transmitting sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, “throwing signs” or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device; and
24. Theft of another individual’s personal property.

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

#### **4.19—CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY**

The District’s Student Code of conduct applies to students while traveling to and from school or to and from a school activity to the same extent as if the students were on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate the District’s Student Code of Conduct.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. In addition to other disciplinary measures provided for violations of the District’s Student Code of Conduct, the student’s bus transportation privileges may be suspended or terminated for violations of the Student Code of Conduct related to bus behavior.

The superintendent, or designee(s), shall annually establish the routes and may modify them as needed. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student’s parent or guardian.

##### **Bus Regulations**

###### **Meeting the Bus:**

1. Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop and wait until the door is opened before moving closer to the bus. Do not play on the highway or road. If you miss the bus, do not attempt to hitch a ride or walk to or from school. Discuss with your parents what action you should take if you miss the bus.
2. Try to be on the proper side of the road to wait on the bus. If you should arrive at the stop just as the bus approaches, wait until the bus has come to a complete stop and the driver has signaled for you to cross in front of the bus. (Unless the driver directs you differently).

###### **Entering & Leaving the Bus:**

1. While loading or unloading, enter or leave the bus in an orderly fashion.
2. Students who cross the road after leaving the bus in the afternoon must go to a point on the shoulder of the road ten feet in front of the bus. Cross the road only after the driver has signaled you to do so.
3. Do not enter or leave the bus by the back door except in case of an emergency or unless directed to do so by the driver.

### Riding the Bus:

1. While riding the bus, students are under the supervision of the driver and must obey the driver at all times. Discipline problems will be handled by the building Principal. The Principal or Transportation Director has the authority to temporarily suspend a student from riding the bus.
2. Students are not to distract the attention of their driver or disturb other riders on the bus. Keep your hands to yourself and be reasonably quiet.
3. Band instruments and bags can be carried on the bus only if they do not occupy the space needed for another student to be seated.
4. Do not ask the driver to let you off the bus any place except your regular stop. (Exceptions must have prior written approval from the building Principal).

### Actions Not Permitted on the Bus:

1. Any items that are not permitted at school are not allowed on the bus.
2. Students are not to tamper with any of the safety devices such as door latches, fire extinguishers, etc.
3. Students must keep seated while the bus is in motion and should remain seated when it stops until the driver directs them to exit. Students are not to put their hands, arms, heads, or bodies out the window. Do not yell at anyone outside the bus.
4. Students are not to deface the bus or any school property. Do not write on the bus or damage the seats, etc. Do not throw paper, food, or other objects on the floor of the bus. Do not eat on the bus. Keep the aisle of bus clear from books, lunches, coats, etc. Do not put feet in the aisles.
5. Act 729 of 1977 of the State Legislature makes it illegal to smoke on school buses. The penalty for violating this law is a fine ranging from \$10 to \$100. (Students are not to have tobacco products in their possession.)

### Emergency Evacuation Procedures

1. In an emergency, students should remain calm and quiet and listen for instructions from the bus driver. If the driver is unable to conduct emergency measures, students should follow the procedures below in leaving the bus.
2. If the exit is through the front door, students sitting in the front seat behind the driver will move out first, followed by those in the front seat on the passenger side and proceeding in this manner until all seats are emptied.
3. If the exit is through the rear emergency door, students sitting in the rear seat on the driver's side will move out first, followed by those in the rear seat on the passenger side and proceeding in this manner until all seats are emptied.
4. If a rapid exit is necessary and it is possible to exit from both doors, students in the rear half of the bus should move out the back door and those in the front half should move out the front door.
5. In the event of an accident resulting in injury, persons injured should only be moved under the supervision of the bus driver/adult, medical personnel, or other authorities.
6. After students exit the bus, they are to move immediately off the roadway to a safe distance from traffic. They should NOT cross the road unless instructed by the driver.
7. In the event of a tornado or other natural disaster, student should follow the instructions of the bus driver regarding emergency procedures.

### SCHOOL BUS TRANSPORTATION

School buses are operated by the Searcy School District as an accommodation to students and parents. **Riding a bus is a privilege** that must not be abused. **The same appropriate behavior as expected at school is expected on a school bus.** A student's failure to conform to acceptable standards of behavior and courtesy will result in being subject to disciplinary action. Parents/guardians will be held financially responsible for damage to the inside/outside of the school bus.

Students and parents have the responsibility for knowing and agreeing to abide by bus riding regulations. Bus drivers have the responsibility for obeying all traffic laws and safety procedures, for supervising the behavior of

students assigned to them, and for reporting to the school principal those acts of student conduct which are contrary to law, school regulations, or jeopardize the health and safety of persons riding the bus. Principals have the responsibility for acting promptly when a bus driver reports acts of misconduct and for proper notification to the student, parent and the driver of his disposition of the case. **Parents have the responsibility for providing student transportation to and from school when suspension of bus privileges becomes necessary.**

**NOTE: BUSES ARE EQUIPPED WITH VIDEO CAMERAS; STUDENTS MAY BE SUBJECT TO VIDEO MONITORING.**

### **SCHOOL BUS RULES**

1. Follow directions the first time they are given. Students are under the direct supervision of the driver while on the bus.
2. Remain properly seated at all times. Students cannot be standing while the bus is in motion.
3. Keep hands, feet, all body parts, and objects to yourself and inside the bus.
4. Do not use profanity, rude language, rude gestures, or tease/bully anyone else on the bus.
5. Do not litter, write on, or damage bus in any way.
6. Students are not allowed to eat, drink or chew gum on the school bus.
7. Large items will be permitted only if it fits in the student's lap. (Instruments, athletic gear, etc.) Students must not block the aisle with any books, bags, musical instruments, athletic gear, legs or feet.
8. Do not spray/use colognes, perfumes, deodorants or scented hand sanitizers.
9. Ride only the bus to which you are assigned. Unauthorized passengers are not allowed on the bus at any time.
10. Do not distract the driver's attention or disturb other riders on the bus.

### **CONSEQUENCES FOR VIOLATIONS OF BUS RULES**

Students who violate bus rules will be subject but not limited to the following consequences.

1. **First bus discipline report** – student conference and written warning.
2. **Second bus discipline report** – 1 day bus suspension & conference with parent/guardian before student allowed back on bus.
3. **Third bus discipline report** – up to five days bus suspension.
4. **Fourth bus discipline report** – up to ten days bus suspension.
5. **Fifth bus discipline report** – bus suspension for remainder of semester.
6. **Sixth bus discipline report** – bus suspension for remainder of school year.
7. **Severe Clause** – A student who distracts a bus driver from his/her responsibility of safely driving the bus or who engages in conduct endangering other students such as, but not limited to fighting, smoking, or disrespect toward the bus driver will receive an immediate bus suspension from riding if a severe infraction occurs. Suspension time for a severe infraction may result in the denial of bus riding privileges for the remainder of the year.

**Riding a school bus is a privilege. Any or all above steps may be by-passed if the offense is one of a severe nature or presents a safety hazard to the driver and /or other students on the bus.**

**A suspension from one Searcy School District bus is a suspension from all buses operated by the Searcy School District.**

### **4.20—DISRUPTION OF SCHOOL**

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



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

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

No student shall:

- a. Occupy any school building or properties with intent to deprive others of its use or where the effect thereof is to deprive others of its use.
- b. Block the doorway or corridor of any school building or property so as to deprive others access.
- c. Prevent or attempt to prevent the convening or continued functioning of any school class, activity, or lawful meeting or assembly on the school campus.
- d. Prevent students from attending a class or school activity.
- e. Block normal pedestrian or vehicular traffic on the school campus or adjacent grounds unless under the direction of a school administrator.
- f. Continuously and intentionally make noise or act in any other such manner so as to interfere seriously with the teacher's ability to conduct the class or any other school function or activity.
- g. In any manner by the use of force, violence, noise, coercion, threat, intimidation, harassment, fear, passive resistance, or any other conduct done intentionally to cause the disruption of any lawful process or function of the school or engage in any such conduct for the purpose of causing disruption or obstruction of any such lawful process or function.
- b. Refuse to identify himself/herself on request of any teacher, Principal, superintendent, school bus driver, school security officer, or other school personnel.
  - i. Encourage other students to violate any school rule or regulation or school board policy.
  - j. Communicate a false alarm (bombing, fire, catastrophe, or other emergency).  
Communicating a false alarm is a Class D felony if: (a) physical injury to a person results, or (b) the false alarm communicates a present or impending bombing and is made to or about a public educational institution. Otherwise, communicating a false alarm is a Class A misdemeanor.

Searcy School District reserves the right to punish any behavior not covered in the Student Handbook which is subversive to good order and discipline in school .

#### **4.21—STUDENT ASSAULT OR BATTERY**

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

Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common acceptance, is calculated to:

- a. Cause a breach of the peace;
- b. Materially and substantially interfere with the operation of the school; or
- c. Arouse the person to whom it is addressed to anger, to the extent likely to cause imminent retaliation.

Students guilty of such an offense may be subject to legal proceedings in addition to any student disciplinary measures.

**FIGHTING:**

1st Offense - Five day suspension

2nd Offense -Ten day suspension

3rd Offense -Ten day suspension (with possible recommendation for expulsion)

**ACA § 5-17-101 (2011) Establishes the Offense of Communicating a Death Threat Concerning a School Employee or Student. Communicating a death threat concerning a school employee or student is a Class D felony. A person commits the offense of communicating a death threat concerning a school employee or student if:**

- A. The person communicates to any other person a threat to cause the death of a school employee or student;
- B. The threat involves the use of a firearm or other deadly weapon;
- C. A reasonable person would believe the person making the threat intends to carry out the threat;
- D. The person making the threat purposely engaged in conduct that constitutes a substantial step in a course of conduct intended to culminate in the commission of the threatened act; and
- E. There is a close temporal relationship between the threatened act and the substantial step.
- F. Conduct is not a substantial step under this section unless it is strongly corroborative of the person's criminal purpose.

## **4.22—WEAPONS AND DANGEROUS INSTRUMENTS**

### **Definitions**

“Firearm” means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.

“Possession” means having a weapon on the student’s body or in an area under the student’s control.

“Weapon” means any:

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

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

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

If a student discovers prior to any questioning or search by any school personnel that he/she has accidentally brought a weapon, other than a firearm, to school on his/her person, in a book bag/purse, or in his/her vehicle on school grounds, and the student informs the principal or a staff person immediately, the student will not be considered to be in possession of a weapon unless it is a firearm. The weapon shall be confiscated and held in the office until such time as the student's parent/legal guardian shall pick up the weapon from the school's office. Repeated offenses are unacceptable and shall be grounds for disciplinary action against the student as otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis.

Parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs; hunting safety or military education; or before or after-school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity.

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

#### **4.23—TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND RELATED PRODUCTS**

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

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

1<sup>st</sup> Offense – 2 Saturday School or other discipline measure deemed necessary.

2<sup>nd</sup> Offense – 2 Saturday Schools or other discipline measure deemed necessary.

3<sup>rd</sup> Offense – 3 day suspension or other discipline measure deemed necessary will be levied at the discretion of the principal.

## 4.24—DRUGS AND ALCOHOL

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

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

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

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

The Principal of a school may **suspend or recommend for expulsion any student** from school if that student, while attending school, being on school property, or being at a school sanctioned function, event or activity shall be under the influence of, possess, sell, trade, give, or otherwise provide a controlled substance, over the counter medication, dangerous drug, alcohol, or intoxicating beverage. **Under the influence will be treated as possession.**

## 4.25—STUDENT DRESS AND GROOMING

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

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

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

Student dress, grooming and appearance should be the responsibility of the individual, and his or her parent under the following guidelines:

1. Dress and grooming should be clean and in keeping with health and sanitary standards.
2. A student shall not wear clothing or use emblems, insignias, badges or other symbols where the effect thereof is to distract unreasonably the attention of other students or promote disruptive conduct or moral

turpitude, show disrespect for the beliefs of others, and are deemed contrary to the educational mission of the school will not be allowed.

3. Dress and grooming should not disrupt the educational process.
4. If a student chooses to participate in any school activity or organization, he/she must conform to the standards set forth by the sponsor or director of the said activity. Students in violation of the dress and appearance codes established by clubs and organizations will not be allowed to participate in activities until the established standards are met.
5. Hats, caps, sunglasses, bandannas, sweatbands, and other headgear deemed inappropriate are not to be worn.
6. Shoes are to be worn at all times.
7. Clothing with vulgar or objectionable words or symbols is not to be worn. This includes any advertisement or representation of anything illegal for a minor. This also includes, but is not limited to suggestive phrases with sexual and vulgar overtones.
8. Students are not to wear tops that expose the midriff or tops that allow cleavage to show (Act 835, 2011). In addition, undergarments should not be visible. Students must wear shirts with sleeves.
9. Lower garments (pants, shorts, and dresses) must not be worn more than three inches above the upper knee. Lower garments (pants, shorts, and dresses) should be free of holes above the knees not exposing skin or undergarments and shall be worn appropriately at the waist (no sagging) (A.C.A. § 6-18-58). If pants are too big around the waist, a belt should be worn.

Violations of the dress code:

1. Students who violate the dress code policy will be sent to the office with a referral.
2. Students who violate the dress code will be subject to disciplinary action, and will be required to change their clothes before returning to class. Any class time missed due to dress code violations will be unexcused.
3. Subsequent offenses may result in disciplinary action ranging from a warning to out of school suspension.

The school administrators will make the necessary decisions regarding questionable school dress. Special events may have specific dress codes that will be announced. Appropriateness will be determined by the principal or designee.

These guidelines should help the students know that proper dress, grooming and appearance are just as important to their welfare and positive self-concept as academic accomplishments. Students are encouraged to look, work and act their very best at all times.

OTHER ISSUES WILL BE COVERED IN DAILY ANNOUNCEMENTS IF A PROBLEM ARISES.

#### **4.25.1-STUDENT DRESS AND GROOMING – FACE MASKS AND COVERINGS**

The Board of Directors is mindful of the evolving need for emergency measures to respond to the COVID-19 pandemic. In consideration of the recommendations issued by the Centers for Disease Control and Prevention, the Arkansas Department of Health, and the Arkansas Division of Elementary and Secondary Education, the Board is adopting this emergency policy for all students, employees and visitors of Searcy Public Schools.

Until further action of the Board, all students in kindergarten through the 12<sup>th</sup> grade shall be required to wear a mask or face covering (a) while attending school or a school function in any school building, facility or other area of a school campus, and (b) when riding in school-provided transportation. All masks and face coverings must cover the nose and mouth of the student. This policy applies to students waiting outside school buildings before and after school, and to students waiting at bus stops. Students shall wear masks and face coverings at all times except for the following:

- Students may remove masks and face coverings for eating or drinking;
- Students may remove masks and face coverings when appropriate social distancing measures are in place as determined by a teacher or school administrator;

- Students may be exempted from this policy by the school principal due to a documented medical condition of the student;
- Students may remove masks and face coverings on a case-by-case basis for specific instructional needs and other activities, as determined by a teacher, in which case the teacher will utilize appropriate social distancing measures; or
- Students may be exempted from this policy due to special behavioral or individualized needs as determined by the Director of Special Services or the Assistant Superintendent for Curriculum and Instruction.

Students who refuse to wear a mask or face covering at school or at a school function under this policy shall be required to leave the school campus consistent with Board Policy 4.25 on student dress. Students who refuse to wear a mask or face covering on a school bus shall be subject to Board Policy 4.19 on student conduct while riding a bus.

All face coverings should follow the general dress code rules as designated in the handbook.

#### **4.26—GANGS AND GANG ACTIVITY**

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

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang (When there is a question as to whether or not items are gang related, determination will be made by the administration.);
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang;

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion.

Students arrested for gang related activities occurring off school grounds shall be subject to the same disciplinary actions as if they had occurred on school grounds.

#### **4.27—STUDENT SEXUAL HARASSMENT**

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District will periodically inform students and employees about the nature of sexual harassment, that the district does not tolerate sexual harassment, the procedures for registering a complaint, that



students can report inappropriate behavior of a sexual nature without fear of adverse consequences, the redress that is available to the victim of sexual harassment, and the potential discipline for perpetrating sexual harassment. The information will take into account and be appropriate to the age of the students.

“Sexual harassment” means conduct that is:

1. Of a sexual nature, including, but not limited to:
  - a. Sexual advances;
  - b. Requests for sexual favors;
  - c. Sexual violence; or
  - d. Other personally offensive verbal, visual, or physical conduct of a sexual nature;
2. Unwelcome;
3. Denies or limits a student’s ability to participate in or benefit from any of the District’s educational programs or activities through any or all of the following methods:
  - a. Submission to the conduct is made, either explicitly or implicitly, a term or condition of an individual’s education;
  - b. Submission to, or rejection of, such conduct by an individual is used as the basis for academic decisions affecting that individual; and/or
  - c. Such conduct has the purpose or effect of substantially interfering with an individual’s academic performance or creates an intimidating, hostile, or offensive academic environment.

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

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

Actionable sexual harassment is generally established when an individual is exposed to a pattern of objectionable behaviors or when a single, serious act is committed. What is, or is not, sexual harassment will depend upon all of the surrounding circumstances and may occur regardless of the sex(es) of the individuals involved. Depending upon such circumstances, examples of sexual harassment include, but are not limited to:

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person’s alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students as to sexual activity or performance;
- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the student self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to file a complaint by contacting a counselor, teacher, Title IX coordinator, or administrator who will provide assistance on the complaint process. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment.

Complaints will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to individuals who are responsible for handling the District's investigation to the extent necessary to complete a thorough investigation, the extent necessary to submit a report to the child maltreatment hotline, the Professional Licensure Standards Board for complaints alleging sexual harassment by an employee towards a student, or the extent necessary to provide the individual accused in the complaint due process during the investigation and disciplinary processes. Individuals who file a complaint have the right to request that the individual accused of sexual harassment not be informed of the name of the accuser; however, individuals should be aware that making such a request may substantially limit the District's ability to investigate the complaint and may make it impossible for the District to discipline the accused.

Students, or the parents/legal guardians/ other responsible adult of a student, who file a complaint of sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats, intimidation, coercion, or discrimination. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who filed the complaint:

- The final determination of the investigation;
- Remedies the District will make available to the student; and
- The sanctions, if any, imposed on the alleged harasser relevant to the student.

Following the completion of an investigation of a complaint, the District will inform the parents/legal guardian/other responsible adult of the student, or the student if over the age of eighteen (18), who was accused of sexual harassment in the complaint:

- The final determination of the investigation; and
- The sanctions, if any, the District intends to impose on the student.

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following an investigation, any student who is found by the evidence to more likely than not have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion.

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

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

#### **4.28—LASER POINTERS**

Students shall not possess any hand held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; on route to or from school or any school-sponsored activity; off the school grounds at any school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

#### **4.29—INTERNET SAFETY and ELECTRONIC DEVICE USE POLICY**

The Searcy School District recognizes the value of computer and other electronic resources to improve student learning and enhance the administration and operation of its schools. To this end, the Searcy School District

encourages the responsible use of computers; computer networks, including the Internet; and other electronic resources in support of the mission and goals of the Searcy School District and its schools. Because the Internet is an unregulated, worldwide vehicle for communication, information available to staff and students is impossible to control. Therefore, the Searcy School District adopts this policy governing the voluntary use of electronic resources and the Internet in order to provide guidance to individuals and groups obtaining access to these resources on Searcy School District-owned equipment or through Searcy School District-affiliated organizations.

### **Searcy School District Rights and Responsibilities**

It is the policy of the Searcy School District to maintain an environment that promotes ethical and responsible conduct in all online network activities by staff and students. It shall be a violation of this policy for any employee, student, or other individual to engage in any activity that does not conform to the established purpose and general rules and policies of the network. Within this general policy, the Searcy School District recognizes its legal and ethical obligation to protect the well-being of students in its charge.

To this end, Searcy School District retains the following rights and recognizes the following obligations:

1. To log network use and to monitor fileserver space utilization by users, and assume no responsibility or liability for files deleted due to violation of fileserver space allotments.
2. To remove a user account on the network.
3. To monitor the use of online activities. This may include real-time monitoring of network activity and/or maintaining a log of Internet activity for later review.
4. To provide internal and external controls as appropriate and feasible. Such controls shall include the right to determine who will have access to Searcy School District-owned equipment and, specifically, to exclude those who do not abide by the Searcy School District's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. Searcy School District reserves the right to restrict online destinations through software or other means and to impose time restrictions on the use of the internet and computers.
5. To provide guidelines and make reasonable efforts to train staff and students in acceptable use and policies governing online communications.

### **Staff Responsibilities**

1. Staff members will educate minors about appropriate online behavior, including interacting with other individuals on social networking websites, and in chat rooms and cyber bullying awareness and response.
2. Staff members who supervise students, control electronic equipment, or otherwise have occasion to observe student use of said equipment online shall make reasonable efforts to monitor the use of this equipment to assure that it conforms to the mission and goals of the Searcy School District.
3. Staff should make reasonable efforts to become familiar with the Internet and its use so that effective monitoring, instruction, and assistance may be achieved.

### **User Responsibilities**

1. Use of the electronic media provided by the Searcy School District is a privilege that offers a wealth of information and resources for research. Where it is available, this resource is offered to staff, students, and other patrons at no cost. In order to maintain the privilege, users agree to learn and comply with all of the provisions of this policy.

### **Acceptable Use**

1. All use of the Internet must be in support of educational and research objectives consistent with the mission and objectives of the Searcy School District.

2. Proper codes of conduct in electronic communication must be used. In news groups, giving out personal information is inappropriate. When using e-mail, extreme caution must always be taken in revealing any information of a personal nature.
3. Network accounts are to be used only by the authorized owner of the account for the authorized purpose.
4. All communications and information accessible via the network should be assumed to be private property.
5. Mailing list subscriptions may be monitored, and files will be deleted from the personal mail directories to avoid excessive use of fileserver hard-disk space.
6. Web-based tools will be treated as a classroom space. Speech that is inappropriate for class is not appropriate on web based tools.
7. Web-based assignments will be treated like any other assignment in school. Students are expected to abide by policies and procedures in the Student Handbook.
8. Exhibit exemplary behavior on the network as a representative of your school and community. Be polite!
9. From time to time, the Searcy School District will make determinations on whether specific uses of the network are consistent with the acceptable use practice.

### **Unacceptable Use**

1. Giving out personal information about another person, including home address and phone number, is strictly prohibited.
2. The district network and computers should not be used for commercial or for-profit purposes.
3. Excessive use of the network for personal business shall be cause for disciplinary action.
4. Any use of the network for product advertisement or political lobbying is prohibited.
5. Users shall not intentionally seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent other users on the network.
6. No use of the network shall serve to disrupt the use of the network by others. Hardware and/or software shall not be destroyed, modified, or abused in any way.
7. Malicious use of the network to develop programs that harass other users or infiltrate a computer or computing system and/or damage the software components of a computer or computing system is prohibited.
8. Hate mail, chain letters, harassment, discriminatory remarks, and other antisocial behaviors are prohibited on the network.
9. The unauthorized installation of any software, including shareware and freeware, for use on Searcy School District computers is prohibited.
10. Use of the network to access or process pornographic material, inappropriate text files (as determined by the system administrator or building administrator), or files dangerous to the integrity of the local area network is prohibited.
11. The Searcy School District network may not be used for downloading entertainment software or other files not related to the mission and objectives of the Searcy School District for transfer to a user's home computer, personal computer, or other media. This prohibition pertains to freeware, shareware, copyrighted commercial and non-commercial software, and all other forms of software and files not directly related to the instructional and administrative purposes of the Searcy School District.
12. Downloading, copying, otherwise duplicating, and/or distributing copyrighted materials without the specific written permission of the copyright owner is prohibited, except that duplication and/or distribution of materials for educational purposes is permitted when such duplication and/or distribution would fall within the Fair Use Doctrine of the United States Copyright Law (Title 17, USC).
13. Use of the network for any unlawful purpose is prohibited.
14. Use of profanity, obscenity, racist terms, or other language that may be offensive to another user is prohibited.
15. Playing games is prohibited unless specifically authorized by a teacher for instructional purposes.

16. Establishing network or Internet connections to live communications, including voice and/or video (relay chat) must have prior approval by the system administrator.

### **Disclaimer**

1. The Searcy School District cannot be held accountable for the information that is retrieved via the network.
2. Pursuant to the Electronic Communications Privacy Act of 1986 (18 USC 2510 et seq.), notice is hereby given that there are no facilities provided by this system for sending or receiving private or confidential electronic communications. System administrators have access to all mail and will monitor messages. Messages relating to or in support of illegal activities will be reported to the appropriate authorities.
3. The Searcy School District will not be responsible for any damages you may suffer, including loss of data resulting from delays, non-deliveries, or service interruptions caused by our own negligence or your errors or omissions. Use of any information obtained is at your own risk.
4. The Searcy School District makes no warranties (expressed or implied) with respect to: the content of any advice or information received by a user, or any costs or charges incurred as a result of seeing or accepting any information; and any costs, liability, or damages caused by the way the user chooses to use his or her access to the network.
5. The Searcy School District reserves the right to change its policies and rules at any time.
6. Violations of this policy will result in loss of computer use and/or internet privileges as well as possible disciplinary and/or legal actions. Student disciplinary action includes, but is not limited to, suspension and/or expulsion from school. Repeat offenders shall be subject to stiffer penalties.

### **Google Apps for Education - Parent Permission Form**

Searcy School District is actively integrating educational technology tools into the curriculum through Google Apps for Education. These tools will help our students as we work together to achieve academic success. Google Apps for education is a web service that may be utilized on any computer or device with Internet access. The education version of Google Apps provides a self-contained, ad free, and filtered environment for students and staff to create, edit, collaborate and share information with each other as well as, when appropriate, publish some resources publicly.

The features and options available will be based on grade level, student awareness, requirements for coursework, and formal permission from parents/guardians.

Student accounts may include a variety of Google Apps such as (but not limited to) email, shared documents, calendars, websites, and educational blogs. Students in grades 4-12 will be issued an email address (username@searcyschools.org). Email for students in grades 4-8, when activated, can only be shared within our district. In other words, students will not be able to email someone who does not have a searcyschools.org email address. The accounts will be used at school for class related assignments & projects.

### **Responsible Use Guidelines Student Responsibility**

Along with opportunity comes responsibility. Student use of Google Apps follows the expectations and disciplinary action as outlined in the Student Handbook and District USE AGREEMENT FOR INTERNET AND OTHER ELECTRONIC RESOURCES which can also be viewed online at [www.searcyschools.org](http://www.searcyschools.org). Although the apps can be accessed outside of school, any use of the account on the searcyschools.org domain is bound by the same rules and guidelines as when the student is at school. Use of the account should always be for educational purposes just as if the student were in school.

### **School Responsibility**

Google Apps student accounts created by the school district will be managed based on parent permission and requirements for use in classes. Internet safety education will be included as part of introducing new web based tools to students. In school, teacher supervision and school content filters are used to prevent access to

inappropriate content and to ensure that student use of the digital tools follows the District Acceptable Use Policy referenced above. Student accounts can be accessed by domain administrators at any time and account information will be shared with parents/guardians.

### **Parent/Guardian Responsibility**

Parents/Guardians assume responsibility for the supervision of Internet use outside of school. Parents/Guardians are encouraged to discuss family rules and expectations for using Internet-based tools, including Google Apps for Education. Parents/Guardians are encouraged to report any evidence of cyberbullying or other inappropriate use to the school.

### **Technology use in Searcy School District is governed by federal laws including:**

#### **Child Protection Law Internet (CIPA)**

CIPA requires that the school has implemented measures and regulations to help protect students from harmful materials, even those that are obscene and pornographic. This means that the student email is filtered. The email containing harmful content and inappropriate sites will be blocked.

- CIPA - <http://fcc.gov/cgb/consumerfacts/cipa.html>

#### **Children Online Privacy Protection Act (COPPA)**

COPPA applies to commercial companies and limits their ability to collect personal information from children under thirteen years of age. Google's advertising is turned off automatically for users of Apps for Education. We do not collect personal information from students for commercial purposes. This consent form allows the school to serve as an agent for the parent in the collection for information within the school context. The school's use of student information is solely for educational purposes only.

COPPA - <http://www.ftc.gov/privacy/coppafaqs.shtm/>

#### **Federal Educational Rights and Privacy Act (FERPA)**

FERPA protects the privacy of student education records and gives parents rights to examine their student's transcript. Under FERPA, schools may release directory information (name, phone, address, education level, etc ...) but parents can request that the school not disclose this information.

FERPA - <http://www2.ed.gov/policy/gen/guid/fpc/>

## **4.29 SSD F—STUDENT INTERNET USE AGREEMENT AND GOOGLE APPS PERMISSION**

\_\_\_\_\_ **Parent/Guardian Permission for Google Apps for Education Account:** I agree to allow my student to have a Searcy School District Apps for Education account including an email address that can be used on any device that connects to the Internet. I understand the account is for educational purposes and use must meet the expectations outlined above. Any misuse of the account will be handled exactly as if the misuse occurred in school.

\_\_\_\_\_ **Parent/Guardian Permission for Google Apps for Education Account without email:** I agree to allow my student to have a Searcy School District App Account without an email address. I understand that my student will have access to Searcy School District Apps in order to be able to access online resources to create, edit, collaborate and share information with other teachers and students. I understand the account is for educational purposes and use must meet the expectations outlined above. Any misuse of the account will be handled exactly as if the misuse occurred in school.



We, the persons who have signed below, have read the Internet Safety and Electronic Device Use Policy and this agreement and agree to be bound by the terms and conditions of this agreement.

\_\_\_\_\_  
Student's Full Name (Printed)

\_\_\_\_\_  
Grade/Campus

\_\_\_\_\_  
Student's Signature

\_\_\_\_\_  
Date

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

\_\_\_\_\_  
Date

### **4.30—SUSPENSION FROM SCHOOL**

Students who are not present at school cannot benefit from the educational opportunities the school environment affords. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs:

- At any time on the school grounds;
- Off school grounds at a school-sponsored function, activity, or event; and
- Going to and from school or a school activity.

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

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

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

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

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

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

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

When possible, notice of the suspension, its duration, and any stipulations for the student's re-admittance to class will be given to the parent(s), legal guardian(s), person(s) with lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older prior to the suspension. Such notice shall be handed to

the parent(s), legal guardian(s), person(s) having lawful control of the student, person(s) standing in loco parentis, or to the student if age eighteen (18) or older or mailed to the last address reflected in the records of the school district.

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

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

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

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

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

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

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

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

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

#### **4.31—EXPULSION**

The principal(s) of a school may recommend to the superintendent that a pupil be expelled from school with loss of credit. The recommendation will include a written statement of the charge or charges against the student.

The Board of Education may expel a student for a period longer than ten (10) school days for violation of the District's written discipline policies. The Superintendent may make a recommendation of expulsion to the Board of Education for student conduct:

- Deemed to be of such gravity that suspension would be inappropriate;
- Where the student's continued attendance at school would disrupt the orderly learning environment; or
- Would pose an unreasonable danger to the welfare of other students or staff.

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

- a. Poses a physical risk to himself or herself or to others;

- b. Causes a serious disruption that cannot be addressed through other means; or
- c. Is the act of bringing a firearm on school campus.

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

The hearing shall be conducted not later than ten (10) school days following the date of the notice, except that representatives of the Board and student may agree in writing to a date not conforming to this limitation. The student and parents or legal guardian may waive a hearing scheduled for this purpose. The student or parents or legal guardians should inform the superintendent of schools either by letter or a telephone call of their intention to appear before the Searcy Board of Education.

The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, or student if age eighteen (18) or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

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

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

The District shall establish programs, measures, or alternative means and methods to continue student engagement and access to education during a student's period of expulsion. The District's program shall include offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.

## **4.32—SEARCH, SEIZURE, AND INTERROGATIONS**

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

School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness; however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction. If a student objects to a personal search, he or she will be detained by school authorities, parent contact attempted, and proper law officials will be contacted and requested to come to school.

The Superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs. The specially trained dog and its handler may make periodic unannounced visits to the schools and school activities to search students' lockers and vehicles. Upon any unusual behavior by the specially trained dog, the principal or other school official will record the locker number and shall ask the student with that number to open it for search. If the student refuses, the student's parent or guardian will be asked to report immediately to school. Upon the parent's arrival, the regulations concerning locker and personal searches will then be put into effect. Students themselves will not be individually searched by the specially trained dog unless search warrant for probable cause has been obtained.

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

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

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

In instances other than those related to cases of suspected child abuse, principals must release a student to either a police officer who presents a subpoena for the student, or a warrant for arrest, or to an agent of state social services or an agent of a court with jurisdiction over a child with a court order signed by a judge. Upon release of the student, the principal or designee shall give the student's parent, legal guardian, person having lawful control

of the student, or person standing in loco parentis notice that the student has been taken into custody by law enforcement personnel or a state's social services agency. If the principal or designee is unable to reach the parent, he or she shall make a reasonable, good faith effort to get a message to the parent to call the principal or designee, and leave both a day and an after-hours telephone number.

#### **4.33—STUDENTS' VEHICLES**

A student who has presented a valid driver's license and proof of insurance to the appropriate office personnel may drive his/her vehicle to school. Students must have a parking permit to park their vehicle on school property. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

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

It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle. The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.

The cost of the parking permit is \$10.00. Students should purchase parking permits before parking on campus.

#### **4.34—COMMUNICABLE DISEASES AND PARASITES**

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students who the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (99.9 F when taken orally).<sup>1</sup> A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

In accordance with 4.57—IMMUNIZATIONS, the District shall maintain a copy of each student's immunization record and a list of individuals with exemptions from immunization which shall be education records as defined in policy 4.13. That policy provides that an education record may be disclosed to appropriate parties in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals.

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick up their child. The parents or legal guardians will be given information concerning the eradication and control of human host

parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

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

#### **4.35—STUDENT MEDICATIONS**

Prior to the administration of any medication, including any dietary supplement or other perceived health remedy not regulated by the US Food and Drug Administration, to any student under the age of eighteen (18), written parental consent is required. The consent form shall include authorization to administer the medication and relieve the Board and its employees of civil liability for damages or injuries resulting from the administration of medication to students in accordance with this policy. All signed medication consent forms are to be maintained by the school nurse.

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

Medications, including those for self-administration, must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings. Schedule II medications that are permitted by this policy to be brought to school shall be stored in a double locked cabinet.

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

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

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



## **Schedule II Medications**

The only Schedule II medications that shall be allowed to be brought to the school are methylphenidate (e.g. Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g. Adderall or closely related medications as determined by the school nurse).

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

## **Self-Administration of Medication**

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

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

Students who have a current consent form on file shall be allowed to carry and self-administer such medication while:

- In school;
- At an on-site school sponsored activity;
- While traveling to or from school; or
- At an off-site school sponsored activity.

A student is prohibited from sharing, transferring, or in any way diverting his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or combination does not require him/her to have such on his/her person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, or any combination on his/her person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

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

## **Emergency Administration of Glucagon and Insulin**

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

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

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

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

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

### **Emergency Administration of Epinephrine**

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

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

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

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

### **Emergency Administration of Albuterol**

The school nurse or other school employees designated by the school nurse as a care provider who have been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other school employee designated by the school nurse as a care provider who has been trained and certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the

school nurse, or other school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

### Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District’s procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

4.35SF1

*This form is available in the school offices*

## Searcy School District Health Services MEDICATION ADMINISTRATION CONSENT FORM Parent Authorization to Administer Medication at School

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_ Teacher/Homeroom \_\_\_\_\_

I request that my son/daughter be given the following medication at school in accordance with the School Board approved policy and guidelines I have been provided with. I give my permission for the listed medication(s) to be given to my child at school. I understand that the district, the Board, and its employees are not liable for damages or injuries resulting from administration of medications to my child.

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

Phone 1: \_\_\_\_\_ Phone 2: \_\_\_\_\_

Doctor’s Name (Please Print) \_\_\_\_\_

### Physician Order for Administration of Medication at School

Start Date	Medication	Dosage	Route	Time to give

Reason for medication \_\_\_\_\_

Side effects \_\_\_\_\_

Physician Signature \_\_\_\_\_ Date \_\_\_\_\_

Physician phone \_\_\_\_\_

Fax \_\_\_\_\_

*This form is available in the school offices*

**Searcy School District Health Services**

**MEDICATION SELF-ADMINISTRATION CONSENT FORM**

**PHYSICIAN AND PARENT CONSENT FOR SELF-ADMINISTRATION OF ASTHMA INHALER**

Student \_\_\_\_\_ Date of Birth \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_

Teacher/Homeroom \_\_\_\_\_

I request that my son/daughter be permitted to carry his/her asthma inhaler at school in accordance with the School Board approved policy and guidelines. I have read and agree with Searcy School District policy. I will not hold the district, the Board, and its employees liable for any injury resulting from self-medication.

The medicine has been prescribed for my son/daughter as indicated by the prescription label on the medicine.

The self-administration is done in compliance with the prescription or written instructions from my child's physician or other licensed health care provider.

I understand self-management privileges may be lost if his medication is used improperly.

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

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

**PHYSICIAN ORDER FOR SELF-ADMINISTRATION OF  
ASTHMA INHALER**

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

In order to protect the health of the above named student, I give authorization for self-administration of his/her asthma inhaler. I have discussed appropriate safety measures with the student & family members. The student may be permitted to carry and administer his/her prescribed asthma inhaler as needed.

Physician Signature \_\_\_\_\_ Date \_\_\_\_\_

**Fax** \_\_\_\_\_

*This form is available in the school offices*

**GLUCAGON AND/OR INSULIN ADMINISTRATION CONSENT FORM**

**Searcy School District Health Services**

**Glucagon Care Provider Designation Letter-Parent**

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

Teacher \_\_\_\_\_ Grade: \_\_\_\_\_

DOB \_\_\_\_\_

ALLERGIES: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

I give my permission for the following people to be authorized to administer Glucagon to my student, \_\_\_\_\_ in accordance to the Arkansas Code Ann. 6-11-105, 17-87-103 and 25-15-201 et seq.

The designated care providers who are employees of Searcy School District are:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_

I understand that the glucagon will be given by an unlicensed person only in the event that a licensed person is not on campus. I also understand that if the volunteers and the licensed person is not available that 911 will be called. I agree to pay for ambulance services if used, to transport my child to the hospital should glucagon be required.

A school district, school district employee, or an agent of a school district, including a healthcare professional who trained volunteer school personnel designated as care providers, shall not be liable for any damages resulting from his or her actions or inactions under these rules or under Ark. Code Ann. 17-87-103.

\_\_\_\_\_  
Parent/ Guardian Name – Printed

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

\_\_\_\_\_  
Date

*This form is available in the school offices*

**EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM**

**Searcy School District Health Services**

**REQUEST FROM PARENT/GUARDIAN FOR  
SELF-ADMINISTRATION OF A PRESCRIBED EPI-PEN**

Student \_\_\_\_\_  
Date of Birth \_\_\_\_\_

School \_\_\_\_\_ Grade \_\_\_\_\_  
Teacher/Homeroom \_\_\_\_\_

I request that my son/daughter be permitted to carry his/her prescribed EPI-PEN at school in accordance with the School Board approved policy and guidelines I have been provided with. I will not hold the district, the Board, and its employees liable for any injury resulting from self-medication.

I agree to pay for ambulance service used to transport my son/daughter to the hospital after self-administration of medication.

I understand self-management privileges may be lost if his/her medication is used improperly.

Parent/Guardian signature \_\_\_\_\_ Date \_\_\_\_\_

Student signature \_\_\_\_\_ Date \_\_\_\_\_

**PHYSICIAN ORDER FOR SELF ADMINISTRATION OF EPI-PEN**

Name \_\_\_\_\_ Date of Birth \_\_\_\_\_

In order to protect the health of the above named student, I give authorization for self-medication of an EPI-PEN by the student. This student has been educated in the correct use of the EPI-PEN and is capable of performing the appropriate method of self-medication. The student may be permitted to carry and administer his/her prescribed EPI-PEN as needed.

Reason for EPI-PEN \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Physician Signature \_\_\_\_\_ Date \_\_\_\_\_

Fax \_\_\_\_\_



#### **4.36—STUDENT ILLNESS/ACCIDENT**

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

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

#### **4.37—EMERGENCY DRILLS**

All schools in the Searcy School District shall conduct fire drills at least monthly. Tornado drills shall also be conducted no fewer than three (3) times per year with at least one each in the months of September, January, and February. Students, who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods.

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's Panic Button Alert System. Students shall be included in the drills to the extent practicable.

#### **4.38—PERMANENT RECORDS**

Permanent school records, as required by the Division of Elementary and Secondary Education (DESE), shall be maintained for each student enrolled in the District until the student receives a high school diploma or its equivalent or is beyond the age of compulsory school attendance. A copy of the student's permanent record shall be provided to the receiving school district within ten (10) school days after the date a request from the receiving school district is received.

#### **4.39—CORPORAL PUNISHMENT**

The Searcy School Board prohibits the use of corporal punishment by any employee of the District against any student.

#### **4.40—HOMELESS STUDENTS**

The Searcy School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children.

#### **4.41—PHYSICAL EXAMINATIONS OR SCREENINGS**

The district conducts routine health screenings such as hearing, vision, and scoliosis due to the importance these health factors play in the ability of a student to succeed in school. The intent of the exams or screenings is to detect defects in hearing, vision, or other elements of health that would adversely affect the student's ability to achieve his/her full potential.

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

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

#### **4.42—STUDENT HANDBOOK**

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

#### **4.43—BULLYING**

##### **Definitions**

“Attribute” means an actual or perceived personal characteristic including without limitation race, color, religion, ancestry, national origin, socioeconomic status, academic status, disability, gender, gender identity, physical appearance, health condition, or sexual orientation;

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public school employee by a written, verbal, electronic, or physical act that may address an attribute of the other student, public school employee, or person with whom the other student or public school employee is associated and that causes or creates actual or reasonably foreseeable:

- Physical harm to a public school employee or student or damage to the public school employee's or student's property;
- Substantial interference with a student's education or with a public school employee's role in education;
- A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act; or
- Substantial disruption of the orderly operation of the school or educational environment;

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

1. Cyber bullying;
2. Sarcastic comments "compliments" about another student's personal appearance or actual or perceived attributes,

3. Pointed questions intended to embarrass or humiliate,
4. Mocking, taunting or belittling,
5. Non-verbal threats and/or intimidation such as “fronting” or “chesting” a person,
6. Demeaning humor relating to a student’s actual or perceived attributes,
7. Blackmail, extortion, demands for protection money or other involuntary donations or loans,
8. Blocking access to school property or facilities,
9. Deliberate physical contact or injury to person or property,
10. Stealing or hiding books or belongings,
11. Threats of harm to student(s), possessions, or others,
12. Sexual harassment, as governed by policy 4.27, is also a form of bullying, and/or
13. Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether the student self-identifies as homosexual or transgender (Examples: “Slut”, “You are so gay.”, “Fag”, “Queer”).

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

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

Cyber bullying of School Employees includes, but is not limited to:

- a. Building a fake profile or website of the employee;
- b. Posting or encouraging others to post on the Internet private, personal, or sexual information pertaining to a school employee;
- c. Posting an original or edited image of the school employee on the Internet;
- d. Accessing, altering, or erasing any computer network, computer data program, or computer software, including breaking into a password-protected account or stealing or otherwise accessing passwords of a school employee;
- e. Making repeated, continuing, or sustained electronic communications, including electronic mail or transmission, to a school employee;
- f. Making, or causing to be made, and disseminating an unauthorized copy of data pertaining to a school employee in any form, including without limitation the printed or electronic form of computer data, computer programs, or computer software residing in, communicated by, or produced by a computer or computer network;
- g. Signing up a school employee for a pornographic Internet site; or
- h. Without authorization of the school employee, signing up a school employee for electronic mailing lists or to receive junk electronic messages and instant messages.

Cyber bullying is prohibited whether or not the cyber bullying originated on school property or with school equipment, if the cyber bullying results in the substantial disruption of the orderly operation of the school or educational environment or is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school and has a high likelihood of succeeding in that purpose.

“Harassment” means a pattern of unwelcome verbal or physical conduct relating to another person's constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the other's performance in the school environment; and

“Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:

- Necessary cessation of instruction or educational activities;
- Inability of students or educational staff to focus on learning or function as an educational unit because of a hostile environment;
- Severe or repetitive disciplinary measures are needed in the classroom or during educational activities; or
- Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

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

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

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

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
  - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
  - b. Prepare a written report of the alleged incident of bullying;
2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5<sup>th</sup>) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:
  - a. That a credible report or complaint of bullying against their student exists;
  - b. Whether the investigation found the credible report or complaint of bullying to be true;
  - c. Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
  - d. Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
5. Make a written record of the investigation, which shall include:
  - a. A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
  - b. Any action taken as a result of the investigation; and
6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District’s prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.

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

Copies of this policy shall be available upon request.

#### **4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS**

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

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

This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process<sup>3</sup> to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel.

Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each. This may be accomplished through any or all of the following means:

- Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
- Discussion of the Smart Core curriculum and graduation requirements at the school’s annual public meeting, PTO meetings, or a meeting held specifically for the purpose of informing the public on this matter;
- Discussions held by the school’s counselors with students and their parents; and/or
- Distribution of a newsletter(s) to parents or guardians of the district’s students.

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district’s annual professional development shall include the training required by this paragraph.

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children for all students

who meet the definition of “eligible child” in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

## GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

### Digital Learning Courses

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

### Personal and Family Finance

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

### SMART CORE: Sixteen (16) units

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

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

- 1) Algebra I or Algebra A & B\* which may be taken in grades 7-8 or 8-9;
- 2) Geometry or Geometry A & B\* which may be taken in grades 8-9 or 9-10;

\* A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.

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

Natural Science: three (3) units

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

Social Studies: three (3) units

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



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

Physical Education: one-half (½) unit

**Note:** While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.

Fine Arts: one-half (½) unit

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

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

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

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

**CORE: Sixteen (16) units**

English: four (4) units – 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup>, and 12<sup>th</sup>

Oral Communications: one-half (½) unit

Mathematics: four (4) units

- Algebra or its equivalent\* - 1 unit
- Geometry or its equivalent\* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)
- A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

Science: three (3) units

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

Social Studies: three (3) units

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

Physical Education: one-half (½) unit

**Note:** While one-half (½) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.<sup>8</sup>

Fine Arts: one-half (½) unit

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

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

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

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

## **4.46—PLEDGE OF ALLEGIANCE**

The Pledge of Allegiance shall be recited during the first class period of each school day. Those students choosing to participate shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall be quiet while either standing or sitting at their desks.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge.

Students choosing not to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

## **4.47— POSSESSION AND USE OF CELL PHONES AND OTHER ELECTRONIC DEVICES**

Students are responsible for conducting themselves in a manner that respects the rights of others. Possession and use of any electronic device, whether district or student owned, that interferes with a positive, orderly classroom environment does not respect the rights of others and is expressly forbidden.

To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

As used in this policy, "electronic devices" means anything that can be used to transmit or capture images, sound, or data.

Misuse of electronic devices includes, but is not limited to:

1. Using electronic devices during class time in any manner other than specifically permitted by the classroom instructor;
2. Permitting any audible sound to come from the device when not being used for reason #1 above;
3. Engaging in academic dishonesty, including cheating, intentionally plagiarizing, wrongfully giving or receiving help during an academic examination, or wrongfully obtaining test copies or scores;
4. Using the device to record audio or video or to take photographs in areas where a general expectation of personal privacy exists, including but not limited to locker rooms and bathrooms;
5. Creating, sending, sharing, viewing, receiving, or possessing an indecent visual depiction of oneself or another person.

Use of an electronic device is permitted to the extent it is approved in a student's IEP or it is needed in an emergency that threatens the safety of students, staff, or other individuals.

Before and after normal school hours, possession of electronic devices is permitted on the school campus. The use of such devices at school sponsored functions outside the regular school day is permitted to the extent and within the limitations allowed by the event or activity the student is attending.

A parent shall obtain approval from the student's building principal before operating a student-tracking safety device at school or at a school-sponsored event if the device has recording or listen-in capability. The District requires the device's recording and listen-in technology to be disabled while the device is on the campus or at the school-sponsored event because of student privacy concerns. The District prohibits unauthorized audio or visual recordings or transmission of audio or images of other students. The student's parent shall agree in writing to the requirement for the device's recording and listening-in technology to be disabled and that the District may prohibit future use of the device on campus or at a school-sponsored activity if it is determined that the device's recording or listening-in capabilities were used in violation of this policy before the student safety tracking device may be on campus or at a school-sponsored event.

The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians. Students have no right of privacy as to the content contained on any electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

Students who use school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.

No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.

1st offense- Confiscation of cell phone or electronic device; the device will be returned to a parent or guardian following a parent/administrator conference. Other disciplinary actions may be levied at the discretion of the principal.

2nd offense- Confiscation of cell phone or electronic device; the device will be held for (3) calendar days before being returned to a parent or guardian. Other disciplinary actions may be levied at the discretion of the principal.

3rd offense- Confiscation of cell phone or electronic device; the device will be held for (3) calendar days before being returned to a parent or guardian. Other disciplinary actions may be levied at the discretion of the principal.

4th offense and subsequent offenses- Confiscation of cell phone or electronic device; the device will be held for 10 calendar days before being returned to a parent or guardian.

Other disciplinary actions may be levied at the discretion of the principal. If a cell phone or other electronic device has been confiscated and the duration ends on a non-school day, the device shall be returned to a parent or guardian the next day school is in session.

Repeat offenders may be subject to penalties of increasing severity up to and including suspension or expulsion. Students have no right of privacy as to the content contained on any cell phones and other electronic communication devices that have been confiscated.

#### **4.48—VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING**

The Board of Directors has a responsibility to maintain discipline, protect the safety, security, and welfare of its students, staff, and visitors while at the same time safeguarding district facilities, vehicles, and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras, automatic identification technology, data compilation devices, and technology capable of tracking the physical location of district equipment, students, and/or personnel.

The placement of video/audio surveillance cameras shall be based on the presumption and belief that students, staff and visitors have no reasonable expectation of privacy anywhere on or near school property, facilities, vehicles, or equipment, with the exception of places such as rest rooms or dressing areas where an expectation of bodily privacy is reasonable and customary.

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

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under the provisions of this policy's following paragraph, the district's video recordings may be erased any time greater than two weeks after they were created.

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

Students who vandalize, damage, disable, or render inoperable (temporarily or permanently) surveillance cameras and equipment, automatic identification, or data compilation devices shall be subject to appropriate disciplinary action and referral to appropriate law enforcement authorities.

#### **4.49—SPECIAL EDUCATION**

In accordance with the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Arkansas Statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside:

- Within the district boundaries; or
- Outside of the District boundaries but are enrolled in the District.

It is the intent of the district to ensure that students who are disabled within the definition of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated and provided with appropriate educational services. Students may be disabled within the meaning of Section 504 of the Rehabilitation Act even though they do not require services pursuant to the IDEA.

For students eligible for services under IDEA, the District shall follow procedures for identification, evaluation, placement, and delivery of services to children with disabilities provided in the state and federal statutes which govern special education. Implementation of an Individualized Education Program (IEP) in accordance with the IDEA satisfies the district's obligation to provide a free and appropriate education under Section 504.

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. The LEA supervisor may be reached at 501-268-3517. Among the supervisor's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

#### **SEARCY LEARNING CENTER**

The Searcy Learning Center serves the Searcy School District's Special Education students in grades seventh through twelfth identifying as needing additional individualized programming to address their specific behavioral, social, and academic deficits. The students will have exhibited little or no progress in less structured settings including but not limited to the: resource room, self-contained classroom, regular classroom, or any combinations thereof. Initial referral for any identified special education student may be made to the SLC classroom by individuals providing direct services to the student. The referral would need to be made to the Special Education Director, to ensure any preliminary procedures and /or paper work is completed. This might include: building administration, teacher, occupational therapist, physical therapist, speech therapist, counselor, parent(s) or outside agencies (mental health, courts, therapists, etc...).

The SLC program will develop and implement a —program or —schedule specific to the student. It is designed to focus on preventing rather than responding to problem behavior. The students will receive academic services for the core areas. The remainder of the day will include opportunities for the student to participate in activities designed to enhance appropriate social skills with peers and adults in a *highly structured setting*. This group will attempt activities including small group and/or individualized instruction, role playing, modeling behaviors, and presentation of functional equivalent replacement behaviors to provide the student with appropriate strategies to address emotional variances such as anxiety, anger, and depression. The fundamental goals of the program are to:

- \*Provide intervention strategies which eliminate or lesson problematic behaviors.
- \*Establish appropriate behaviors to enhance behavioral performances which will then facilitate academic achievement.
- \*Develop the necessary skills that would enable the student to be successfully reintegrated back into the regular education setting.

The foundation of this program is the use of rewards and punishments to reduce or eliminate problematic behavior and replace it with more desirable appropriate behaviors.

The SLC Program team includes: Special Education Teachers, Speech Language Therapist, Occupational Therapist, Physical Therapist, School Nurse, and School-Based Mental Health Therapist, Principals, Special Education Supervisor, Regular Education teachers and parents.

Each criteria will be determined on the individual student basis and transition will be attempted at the earliest point student exhibits acquisition and generalization at a level appropriate for the general population.

### **Handle with Care**

The Searcy School District is committed to the safety of all students. Handle with Care is committed to teaching staff how to deal with a behaviorally challenged population in a way that preserves the student's dignity, is safe, and enables continued positive learning and behavioral development. The district has a certified trainer in the Handle with Care program that is trained yearly and provides training to the district based on the school campus need.

## **4.50—SCHOOL MEAL MODIFICATIONS**

The district only provides modified meal components on menus to accommodate students with handicapping conditions meeting the definition of a disability as defined in USDA regulations. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition a Certification of Disability for Special Dietary Needs Form completed by a state licensed healthcare professional, which includes:

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

The medical statement should include:

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

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

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



## 4.51— FOOD SERVICE PREPAYMENT

Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Staff and parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment at the particular school site;
- Depositing funds through the District’s online service;

At the beginning of each school year, each student will be provided a copy of this policy as well as printed information regarding the procedures and various options for meal payment. All students will also be provided with an application for free and reduced price meals. These documents may be included as part of the student handbook or in a separate packet to be determined by the administration at each school site.

### Unpaid Meal Access

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal. A student’s parents will be contacted by authorized District personnel regarding a student’s prepaid account balance at the following times:

#### Elementary Schools and Southwest Middle School

- Once per week, automated telephone calls will be made to parent/guardian of each student who owes meal charges in any amount.
- Once per week, on a day chosen by the individual school’s Child Nutrition Manager in conjunction with office personnel, meal charge notices will be printed and sent home with all students who owe more than or equal to \$10.00.
- Shortly before the end of the school year, printed notices will be mailed to parent/guardian of each student who owes meal charges in any amount. Follow-up calls will be made approximately two weeks after printed notices.

#### Junior High and High Schools:

- Once per week, automated telephone calls will be made to parent/guardian of each student who owes meal charges in any amount.
- Students will be allowed to charge any reimbursable meal (Main Line, Chef Salad/Salad Bar, Meal Deal). When meal charges reach \$10.00, a telephone call will be made to the student’s parent/guardian to make the parent/guardian aware of the situation. An additional call will be made if meal charges reach \$20.00 or more.
- **Charging of individual/a la carte items such as bottled beverages, packaged snacks, and other “extra” items will not be permitted in any situation.** A la carte or other food and beverage items may be purchased by either providing payment for items at the time of receipt or by having a prepaid account with sufficient funds with the District from which the charge for the items may be withdrawn.
- Shortly before the end of the school year, printed notices will be mailed to parent/guardian of each student who owes meal charges in any amount. Follow-up calls will be made approximately two weeks after printed notices.

Students who have submitted proper documentation to receive a meal modification in accordance with Policy 4.50—SCHOOL MEAL MODIFICATIONS shall receive the same type of modification for an unpaid meal.

## Other General Procedures

1. All unpaid meal charges at the end of each school year will “roll up” with the student to the next grade level, and attempts to collect the charges will continue as above. These charges are considered “delinquent debt” since the possibility of collection still exists as long as the student is active in the district. Records of all student account balances will be printed and filed in the office of the Child Nutrition Director at the end of each fiscal year.
2. Refunds of positive account balances may be processed at the end of each school year or upon student withdrawal from the district. A written or e-mailed request must be submitted to the Child Nutrition department for any refunds. Unclaimed funds for students leaving the district must be requested within 30 calendar days after the end of the school year during which the student left. Unclaimed funds will then become the property of the Searcy Public Schools Child Nutrition Program.
3. Meal charge collection will be included in the office checklist for any student who transfers out of the district or graduates, and request for payment of outstanding meal charges will be made at the time of withdrawal.

Meal charges that remain unpaid for students who have left the district will be considered “bad debt”, and this cost will be reimbursed from funds received from the district’s General Operating Fund. These may be funds previously received for the purpose of assisting with Child Nutrition Program employee benefits or other costs. Documentation of the payment of these outstanding balances, including the posting of the district payments made to each individual student’s account, will be maintained in accordance with federal and state regulations.

### **4.52—STUDENTS WHO ARE FOSTER CHILDREN**

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

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

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

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

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

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

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

### **Foster Child School Choice**

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

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

The District shall only reject a Foster Child School Choice application if the public school or District has reached the maximum student-to-teacher ratio allowed under federal law, state law, rules for standards of accreditation, or other applicable rule or regulation.

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

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

- Graduates from high school; or
- Transfers to another school or school district under:
  - The Foster Child School Choice Act;
  - Opportunity Public School Choice Act of 2004;
  - The Public School Choice Act of 2015; or
  - Any other law that allows a transfer.

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

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

## **4.53— PLACEMENT OF MULTIPLE BIRTH SIBLINGS**

The parent, guardian or other person having charge or custody of multiple birth siblings in grades pre-K through 6 may request that the multiple birth siblings are placed in either the same or separate classrooms. The request shall be in writing not later than the 14<sup>th</sup> calendar day prior to the first day of classes at the beginning of the academic year. The school shall honor the request unless it would require the school to add an additional class to the

sibling's grade level. If one parent of multiple birth siblings requests a placement that differs from that of the other parent of the same multiple birth siblings, the school shall determine the appropriate placement of the siblings.

The school may change the classroom placement of one or more of the multiple birth siblings if:

- There have been a minimum of 30 instructional days since the start of the school year; and
- After consulting with each classroom teacher in which the siblings were placed, the school determines the parent's classroom placement request is:
  - Detrimental to the educational achievement of one or more of the siblings;
  - Disruptive to the siblings' assigned classroom learning environment; or
  - Disruptive to the school's educational or disciplinary environment.

If a parent believes the school has not followed the requirements of this policy, the parent may appeal the multiple birth siblings' classroom placement to the Superintendent. The Superintendent's decision regarding the appeal shall be final.

#### **4.55—STUDENT PROMOTION AND RETENTION**

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level. Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

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

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

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

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

The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement or receipt of course credit, the final decision shall rest with the principal or the principal's designee.

Each student by the end of the eighth grade shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional

support or acceleration. Academic measures to be used in creating and updating a student’s SSP shall include, but are not limited to:

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

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

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

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

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

An SSP shall be created:

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

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities. The LEA supervisor may be reached at 501-268-3517. Among the supervisor’s responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

### **Searcy High School Student Classification**

Classification is for an entire year and will be determined the first day of school.

Sophomore: 5.5 academic credits

Junior: 11 academic credits

Senior: 16.5 academic credits

Graduate: 22 academic credits

In an extraordinary situation, a student may seek review of classification at the end of the first semester. In order for a second year sophomore to be considered for a review of classification, he or she must have 13 academic credits. Second year juniors seeking classification for senior year must have 18 academic credits.

## **4.56—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS**

### **Definitions:**

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the

Division of Elementary and Secondary Education (DESE). Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

“Extracurricular activities” are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular class time, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, inter/intrascholastic athletics, cheerleading, band, choral, math, or science competitions, field trips, and club activities.

“Field Trips” are when individual students or groups of students are invited to programs or events when there is no competition and the students are not interacting with each other for the purpose of planning, qualifying, or arranging for future programs or for the purpose of receiving recognition.

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.

“Intrascholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.

“Supplemental Improvement Program (SIP)” is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association (AAA) Handbook.

### **Extracurricular Eligibility**

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities per sport per week shall be limited (tournaments excepted). Additionally, a student’s participation in, and the District’s operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

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



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

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

### **Interscholastic Activities**

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines. A hard copy of the schedule shall be available upon request.

#### **ACADEMIC REQUIREMENTS: Junior High**

A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.

The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her high school graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate the fall semester of their tenth-grade year.

#### **ACADEMIC REQUIREMENTS: Senior High**

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

1. Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester;  
or
2. If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility.

#### **STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM**

In order to be considered eligible to participate in competitive interscholastic activities, students with disabilities must pass at least four (4) courses per semester as required by their individual education program (IEP).

#### **ARKANSAS ACTIVITIES ASSOCIATION**

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA

governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

### **Intra-scholastic Activities**

#### **AAA Governed Activities**

Students participating in intra-scholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intra-scholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

#### **Non-AAA Governed Activities**

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intra-scholastic extracurricular activities. Intra-scholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

### **4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS**

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to rules of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadline. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy.

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if the superintendent of the student's resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District.

Although not guaranteed participation in an interscholastic activity, home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activity without discrimination. The District shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the sign-up, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30<sup>th</sup> percentile or better in the previous 12 months on the

Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course in the District's school where the student is intending to participate in an interscholastic activity.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11<sup>th</sup>) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

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

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- required drug testing;
- permission slips, waivers, physical exams; and
- participation or activity fees.

A home-schooled student who is not a resident of the District may begin participating in interscholastic activities:

- a. Immediately upon being approved for participation for all interscholastic activities other than athletic activities; and
- b. One (1) calendar year after being approved to participate in interscholastic activities that are athletic activities unless the approval is prior to July 1 of the school year the student would have been enrolled in seventh (7<sup>th</sup>) grade if the student were enrolled in public school.

A home-schooled student who is not a resident of the District and is prohibited under this policy from participating in an interscholastic activity that is an athletic activity for one (1) calendar year may immediately participate in rehearsals, tryouts, practices, auditions, classes, or other endeavors associated with the interscholastic activity.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A student who withdraws from an Arkansas Activities Association member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

#### **4.56.5—CHEMICAL ABUSE POLICY**

The Searcy School District recognizes that chemical abuse or misuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes and the total development of each individual and jeopardizes the safety of all student athletes/cheerleaders. Chemical abuse or misuse includes but is not limited to, the use of illegal drugs, alcohol, and the abuse or misuse of legal drugs and medications.

## **SCOPE**

The random testing provisions of this policy apply to all students in grades 7-12 representing Searcy Public Schools in athletics/cheerleading during or after the school day. Those representing Searcy Public Schools must obtain a consent form from their custodial parent/legal guardian as a condition of participation.

## **GENERAL PROVISIONS**

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

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

**Prescribed Medication** is defined as any drug or medication prescribed by a physician for uses authorized by the manufacturer of the drug or medication.

### **Random Testing Provisions**

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

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

### **Refusal to Submit to Testing**

Any participant who refuses to submit to random drug testing shall not be allowed to participate in any school activity for the remainder of the school year.

### **Consent**

All students who desire to participate in athletics/cheerleading will be required to sign a form consenting to the testing during the random selection testing. The form must be co-signed by the student's custodial parent/legal guardian. No student shall be allowed to participate in any activity until the consent form has been signed by both student and custodial parent/legal guardian and returned to the athletic director.

### **Cost of Chemical Testing**

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

# **ATHLETIC DEPARTMENT CHEMICAL SCREENING GUIDELINES**

## **PHILOSOPHY**

It is the philosophy of the Searcy Athletic Department that athletes should be encouraged and supported in their efforts to develop and maintain a chemical-free lifestyle. The Athletic Department recognizes the use of mood-altering chemicals as a significant health problem for many students, resulting in negative effects on behavior, learning and the total development of each individual as well as jeopardizing the safety of all student athletes/cheerleaders. The misuse and abuse of mood-altering chemicals for some student affect academic growth. Others are affected by the misuse and abuse of family, teammates, schoolmates, or other significant persons in their lives.

## **PURPOSE**

The purposes of the Chemical Screen Test of the Searcy Athletic Department are as follows:

1. Emphasize concerns for the health of students in areas of safety while participating in activities and the long-term physical and emotional effects of chemical use on their health.
2. Promote a sense of order and discipline among students.
3. Confirm and support existing state laws which restrain the use of such mood-altering chemicals.
4. Assist students who are abusing or misusing chemical substances.
5. Assist students who desire to resist peer pressure that directs them toward the abuse or misuse of chemical substances.
6. Establish standards of conduct for those students who are considered leaders and standard bearers among their peers.
7. Work with parents to assist in keeping their children free of mood-altering chemicals.
8. Assist students who should be referred for assistance or evaluation regarding their use of mood-altering chemicals.
9. To deter chemical abuse or misuse by all athletes/cheerleaders through the use of random drug testing.

## **TESTED SUBSTANCES**

The substances for which students will be tested include:

BARBITURATE CLASS	AMPHETAMINES	BENZODIAZEPINE CLASS
COCAINE METABOLITE	PROPOXYPHENE	PHENCYCLIDINE (PCP)
QUALITATIVE THC	OPIATE CLASS	ETHYL ALCOHOL
METHAQUALONE		

## **SUPERVISED URINE COLLECTION AND CHAIN OF PROCEDURE**

Any student who is requested to provide a urine specimen shall be directed to a collection site where the student will provide a specimen. Each specimen container will have a number on it which will be assigned to a participant's name. The following precautions would be taken, as appropriate, at the collection site.

1. Positively identify the examinee.

2. The observer shall ask the individual to remove any unnecessary outer garments (e.g. coat, jacket) that might conceal items or substances that could be used to tamper with or adulterate the urine specimen. All personal belongings (e.g. purse briefcase) must remain with the outer garments. The observer shall note an unusual behavior or appearance.
3. The student shall be instructed to wash and dry his/her hands prior to providing the specimen. After washing his/her hands, the student shall not be outside of the presence of the observer and not have access to water fountains, faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed. Only one person will be allowed at a time in the washroom and process area.
4. The student will be allowed to provide the specimen in a stall, or other partitioned area that allows for individual privacy. After the specimen has been provided, that student should leave the stall.
5. At the collection site, toilet bluing agents shall be placed in the toilet tanks, where possible, so that the reservoir of water in the toilet bowl always remains blue. No other source of water shall be available in the enclosure where urination occurs.
6. After the specimen has been provided to the observer, the observer will continue with chain of custody procedures and determine whether it contains at least 30 milliliters of urine if there is not at least 30 milliliters, additional urine should be collected. The student may be given reasonable amounts of water. If a student fails for any reason to provide the necessary amount of specimen, the observer shall contact the Athletic Director, or a school official appointed by the superintendent, to obtain guidance.
7. Immediately after collection the observer shall check the temperature of the specimen and inspect the specimen for color. Freshly voided specimens should be warm.
8. Both the observer and the student being tested shall keep the specimen in view at all times prior to its being sealed and labeled.
9. The labels for the specimen bottle must have all information completed before testing.
10. The student shall observe the tamper-proof seal being placed over the bottle cap and down the sides of the bottle. The observer will place the identification label securely on the bottle.
11. The student and the observer will sign the CHAIN-OF-CUSTODY form and have the observer initial the specimen label.
12. The identification label on the specimen container shall contain:
  - the date
  - the student's name
  - the student's assigned number
13. All collected specimens must be delivered at once to the Athletic Director or the person assigned to deliver specimens to the testing laboratory certified by the Department of Health and Human Services.
14. The observer shall enter the identifying information in a permanent record book. Both the observer and the student shall sign the permanent record book next to the identifying information.

## RESULTS AND NOTIFICATION

Test results shall be reported to the Athletic Director or his/her designee after receipt of the specimens. All reports shall be in writing. All specimens testing negative on the initial test or negative on the confirmation test shall be reported as negative. Only specimens confirmed as positive shall be reported positive for a specific drug

Upon a first positive result:

(A student may request a retest at his/her expense within a 72 hour period of the results. This retest for the student must be done at the original location of the first test.)

1. The Athletic Director or his/her designee shall notify the student and the student's custodial parents/legal guardians.
2. Students will be encouraged to seek treatment and/or counseling for drug/alcohol related problems. A referral/resource list is available in each building principal and counselor's office. The Searcy School District will not assume any expense incurred for counseling service or attendance in a drug/alcohol rehabilitation program.



3. The student will be on probation for twenty days. After twenty-one days the student will be tested again at his/her own expense and a written copy of the results will be given to the Athletic Director or his/her designee. If the test is negative, probation will be lifted.
  - Students in grades 7-10: If the test is positive, the student will not be allowed to continue in Athletics/Cheerleading for the remainder of the school year. If the retest is not requested after twenty-one days, the student will not be allowed to continue in Athletics/Cheerleading for the remainder of the school year. To regain eligibility for Athletics/Cheerleading a student must have a negative CHEMICAL SCREENING TEST. This test must be administered under the school district's supervision and at the student's expense.
  - Students in grades 11-12: If the test is positive, the student will be permanently dismissed from all participation in any Athletics/Cheerleading at Searcy High School. If the retest is not requested after twenty-one days, the student will be dismissed from all participation in any Athletics/Cheerleading at Searcy High School.
4. Positive test results shall not be provided to police or other law enforcement agencies.

EXCEPTION: Steroids or similar chemicals that could take more than twenty days to leave a student's system. In this case a doctor's written opinion is requested and is at the student's expense.

## **RANGE**

All Athletes/Cheerleaders grades 7 thru 12

## **ADMINISTRATION OF TEST (WHEN)**

1. All students entering the seventh grade thru the twelfth grade who plan to participate in athletics/cheerleading may be subject to an urinalysis test at the beginning of the school year or any time a student is required to take a physical to be eligible to participate in athletics he/she may be subject to an urinalysis test for chemicals.
2. Additionally, random selection testing will occur during the school year for **grades 9-12** while students are participating in their respective sports and/or off-season. No less than 5% and no greater than 90% of those students participating in athletic/cheerleading activities shall be selected at any given occurrence of random selection testing. Each sport is required, but no limited to a minimum of one random selection testing during the school year. Random selection testing may occur during the school year for **grades 7-8** Student athletes/cheerleaders as deemed appropriate by the school district Athletic Director. The same guidelines will be followed when **grades 7-8** students are tested by random selection.
3. A single test can be requested by a coach from a student athlete/cheerleader for reasonable suspicion.

## **RECORDS**

All records concerning chemical abuse testing shall be maintained by the Athletic Director or his/her designee in a separate file under lock and key. The records shall not be kept in a student's regular file. Only the Athletic Director or his/her designee shall have access to the files. A student and the student's custodial parents/legal guardians may obtain a copy of all chemical abuse testing records upon written request.

ALL RECORDS SHALL BE KEPT CONFIDENTIAL

## **4.56.6 SSD—STUDENT SOCIAL EVENTS**

Students and guests who attend school sponsored social events are accountable for their behavior as outlined by policies of the Searcy School District governing a regular school day.

Any party or social event must be approved by the principal for a specific date, time, and

place. All school sponsored parties must have school employees as sponsors as well as other sponsors that the principal may require.

Specifically, students may not leave an event and re-enter, may not possess nor consume alcoholic drinks or drugs, must be responsible for the conduct of their guests, and must have visitors approved in advance.

Principals are authorized to issue other rules as they deem necessary for order and propriety in school sponsored social events.

## **4.57—IMMUNIZATIONS**

### **Definitions**

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

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

### **General Requirements**

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

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

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

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

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

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

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

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

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

### **Temporary Admittance**

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days. No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

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

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

### **Exclusion From School**

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

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

- for the remainder of the week by the end of the initial school day of the student's exclusion; and

- by the end of each school's calendar week for the upcoming week until the student returns to school.

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

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

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

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

#### **4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOLED STUDENTS**

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides is residents of the District to attend academic courses offered by the District.

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

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

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

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

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

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

Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home schooled student's request to attend academic course(s), the District will date and time stamp the

request for attendance. If a private school or home schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

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

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

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

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

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

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

## **5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS**

Instructional and supplemental materials are selected for their compatibility with the Searcy Public District's educational program and their ability to help fulfill the Searcy Public District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by filling out a Challenge to Instructional Material form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent *or designee*.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent *or designee* where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent *or designee* shall explain to the contesting individual the criteria used for the selection of the material and its

relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the Superintendent *or designee* shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent *or designee* shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent *or designee*, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's *or designee* decision to the Board. The Superintendent *or designee* shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.



**5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS**

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

Date submitted: level one \_\_\_\_\_ level two \_\_\_\_\_ level three \_\_\_\_\_

Instructional material being contested:

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Reasons for contesting the material (be specific):

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What is your proposed resolution?

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Signature of receiving principal \_\_\_\_\_

Signature of curriculum coordinator \_\_\_\_\_

Signature of Superintendent \_\_\_\_\_

## **5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS**

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

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

### **Selection Criteria**

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

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

### **Retention and Continuous Evaluation**

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

### **Gifts**

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

## Challenges:

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

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

**5.7FS—REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS**

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

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

Media Center material being contested:

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Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in policy 5.7—*Selection of Library/Media Center Materials*):

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What is your proposed resolution?

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Signature of receiving principal \_\_\_\_\_

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

## 5.11—DIGITAL LEARNING COURSES

### Definitions

For the purposes of this policy:

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

"Instructional Materials" means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
  - a. Manipulatives;
  - b. Hand-held calculators;
  - c. Other hands-on materials; and
1. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

### Digital Course Offerings

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 and shall be tailored to meet the needs of each student.

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students.<sup>1</sup>The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8—USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally. The student's attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student's physical presence at school.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Regardless of any other provisions of this policy, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

### **5.13– SUMMER SCHOOL**

The Searcy School District provides remediation to struggling students during the school year. The District also provides summer school for students in grades PreK-3. Specific information regarding PreK – 3 summer school is to be provided in elementary handbooks. In addition, the district may provide a summer school program for students in junior high, senior high, and middle school who must successfully complete a course in order to be promoted to the next grade.

Searcy High School may provide summer school for students to earn credit recovery. Class offerings, dates and times will be determined by the Principal.

Discipline rules and regulations from the handbook will be strictly enforced. Failure to abide by the school rules will result in immediate dismissal without refund.

Students who have an approved free or reduced lunch application on file in the office for the school year preceding the start of summer school will have tuition waived.

An essential part of content delivery for the summer school curriculum will be attained through a traditional, blended and digital learning platform. Courses will be provided through a personalized learning approach where students can move through the program to mastery with a maximum of 60 hours to show proficiency of the course work.

### **5.14—HOMEWORK**

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Parents shall be notified of this policy at the beginning of each school year.

### **5.15—GRADING**

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



teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) week grading period to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

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

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

The grading scale for all schools in the district shall be as follows:

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

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

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

The grade point values for Advanced Placement (AP), approved courses for weighted credit, International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

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

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10) days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus the final grade would be  $(0.25 \times 83) + (0.75 \times 75) = 77\%$ .

## **5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION**

### **Traditional Progression**

A student who has not previously received a computer science credit may elect to take an introductory level computer science course. A student who passes a computer science course level is eligible to take the next level computer science course in the same computer science course emphasis.

### **Alternative Progression**

A student who does not have credit for any computer science course, the introductory level computer science course for the particular computer science emphasis, or the preceding level course for the computer science emphasis may be placed in a computer science course based on any combination of the following factors:<sup>1</sup>

- The student's grade point average;
- Recommendation from the student's teacher(s);
- Completion of computer science internships or independent studies;
- Demonstration of previous computer science work by the student; or
- Proficiency report from a computer science proficiency evaluation tool.

## **5.17— HONOR GRADUATES**

At the end of the school year the Searcy School District will sponsor a presentation of awards to students who have maintained honor student status throughout the first three grading periods of the current school year.

### **HONOR GRADUATES, VALEDICTORIAN, AND SALUTATORIAN**

1. Honor graduates, valedictorian, and salutatorian will be determined at the end of seven (7) semesters and status verified at the end of eight (8) semesters. Students will lose honor graduate status if they do not meet requirements at the end of eight (8) semesters.
2. Students may be added to the honor graduate status by attaining all requirements at the end of eight (8) semesters.
3. Rank in class will be in descending order determined by core GPA.
4. Weighted credit will be awarded for AP, IB, or other Arkansas Department of Education approved weighted courses contingent upon the following:
  1. The student taking the entire AP course in a particular subject.
  2. The student completing the applicable test offered by the College Board of AP courses at the end of the AP course.
    - No fractional Honors/AP credits will be accepted. Students must successfully complete the full year of the H/AP course in order to count that course as one of the eight (8) H/AP courses required for honor graduate status.
    - The Searcy School District will use the following quality point scale to compute grade point averages for Advanced Placement (AP), International Baccalaureate (IB), and ADE approved Honors (HW) courses:  
A=5 points, B=4 points, C=3 points, D=2 points, F=0 points.
5. No F's, NC's (no credits) nor I's (incompletes) will be permitted on official transcript in any course, including non-college prep courses. No credit (NC) will be figured into GPA as an F.
6. A student must be enrolled a minimum of four semesters in Searcy High School grade 9-12 to be eligible for valedictorian or salutatorian. A student must be enrolled and in full-time attendance during his/her senior year.
7. If the number of honor graduates does not equal 10 percent of the senior class, then the core GPA requirement will be lowered to include the top 10 percent of the senior class according to rank in class.
8. Both principal and counselor must grant approval for a grade earned through concurrent college enrollment to be calculated in the core GPA.

Parents or guardians of a student, or a student eighteen (18) years of age or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified.

## 5.17.1—DIPLOMA PROGRAMS AND HONOR GRADUATE STATUS

The Searcy School District offers a comprehensive program of studies designed to challenge students. To this end, several courses of study are available, including those with a more rigorous program. Various diplomas and honor graduate status are awarded based on course of study completed.

### CLASS OF 2015 AND AFTER

#### **General High School Diploma**

##### **4 Credits of English**

##### **4 Credits of Math**

To include:

Algebra I (1 credit) **OR** Algebra A **AND** B (2 credits); **AND**, Geometry (1 credit) **OR** Geometry A and B (2 credits); **AND**, Algebra II (if needed to reach the 4<sup>th</sup> math)

##### **3 Credits of Science**

Physical Science; **AND**, Biology; **AND**,  
Environmental Science **OR** Principles of Technology I

##### **3 Credits of Social Studies**

American History; **AND**, World History; **AND**,  
American Government (.5); **AND**, Economics (.5)

##### $\frac{1}{2}$ **Credit of Physical Education**

##### $\frac{1}{2}$ **Credit of Health**

##### $\frac{1}{2}$ **Credit of Oral Communications**

##### $\frac{1}{2}$ **Credit of Fine Art** (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

6 Electives

**22 academic credits required for graduation**

#### **College Preparatory Diploma**

**4 credits of English** (Accelerated is strongly suggested but not required.)

##### **4 Credits of Math**

To include:

Algebra I (1 credit) **OR** Algebra A **AND** B (2 credits); **AND**,  
Geometry (1 credit); Algebra II; **AND**,  
Algebra III **OR** Pre-Calculus, **OR** College Algebra **AND** Trig **OR** Stats  
(H)

\*A math **above** Algebra II is **REQUIRED** to meet this diploma type.

##### **3 Credits of Science**

Physical Science (regular **or** honors **or** PAP); **AND**, Biology (regular **or** PAP); **AND**,  
Chemistry (Accelerated **or** PAP), **OR** Physics (accelerated), **OR** Principles of Technology I **AND** II

##### **3 Credits of Social Studies**

American History; **AND**, World History; **AND**,  
American Government (.5); **OR** American Government (PAP or AP-1 credit); **AND**, Economics (.5)

##### **2 Credits of the same Foreign Language\***

\*Foreign Language is strongly suggested **BUT NOT REQUIRED**.

\*Check with future college to see if Foreign Language is a requirement for admission.

##### $\frac{1}{2}$ **Credit of Physical Education**

##### $\frac{1}{2}$ **Credit of Health**

##### $\frac{1}{2}$ **Credit of Oral Communications**

##### $\frac{1}{2}$ **Credit of Fine Art** (Band, Drama I, Choir, Art I, Music Appreciation, **or** Music Theory)

4-6 Electives

**22 academic credits required for graduation**

## College Preparatory Plus Diploma

### **Minimum of 6 Accelerated/AP courses**

\*( 1 accelerated credit may be from 9<sup>th</sup> grade)

### **2.75 Core GPA**

**a. Core GPA is calculated from courses in English, Math, Science, Social Studies, and Foreign Language**

**b. To figure core GPA use the worksheet provided. See page 90.**

### **4 Credits of English**

(3 must be accelerated or advanced placement)

### **4 Credits of Math**

To Include:

Algebra I (1 credit) **OR** Algebra A Geometry (1 credit); **AND**,  
Algebra II; **AND**,

Algebra III **OR** Pre-Calculus, **OR** College Algebra **AND** Trig **OR** Stats (H)

\*A math **above** Algebra II is **REQUIRED** to meet this diploma type.

### **3 Credits of Science**

Physical Science (regular **or** accelerated **or** PAP); **AND**, Biology (regular **or** PAP); **AND**,  
Chemistry (Accelerated **or** PAP **or** AP), **OR** Physics (Accelerated or AP), **OR** Principles of Technology I  
**AND** II

### **3 Credits of Social Studies**

American History; **AND** World History; **AND**,

American Government (.5); **OR** American Government (PAP, **or** AP-1.0); **AND**, Economics (.5)

### **2 Credits of the same Foreign Language**

½ **Credit of Physical Education**

½ **Credit of Health**

½ **Credit of Oral Communications**

½ **Credit of Fine Art** (Band, Drama I, Choir, Art I, Music  
Appreciation, **or** Music Theory)

4 Electives

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## **22 academic credits required for graduation**

## Honor Graduate Status Requirements

### **Minimum of 8 Honors/AP courses**

\* 1 honors credit may be from 9<sup>th</sup> grade

\* 4 courses **MUST** be AP

### **3.50 Core GPA is required**

**Core GPA is calculated from courses in English, Math, Science,  
Social Studies, and Foreign Language**

### **4 Credits of English**

(3 must be accelerated or advanced placement)

To Include:

### **4 Credits of Math**

Algebra I (1 credit) **OR** Algebra A Geometry (1 credit); **AND**,  
Algebra II; **AND**,

Algebra III **OR** Pre-Calculus, **OR** College Algebra **AND** Trig **OR** Stats (H)

\*A math **above** Algebra II is **REQUIRED** to meet this diploma type.

### **3 Credits of Science**

Physical Science (regular or accelerated or PAP); Biology (regular or PAP); **AND**, Chemistry (Accelerated or PAP or AP), **OR** Physics (Accelerated or AP)

**3 Credits of Social Studies**

American History; **AND**, World History; **AND**, American Government (.5); **OR** American Government (PAP or AP -1.0); **AND**, Economics (.5)

**2 Credits of the same Foreign Language**

½ **Credit of Physical Education**

½ **Credit of Health**

½ **Credit of Oral Communications**

½ **Credit of Fine Art** (Band, Drama I, Choir, Art I, Music Appreciation, or Music Theory)

4 Electives

**22 academic credits required for graduation**

**5.21—ADVANCED PLACEMENT, INTERNATIONAL BACCALAUREATE, and ACCELERATED (HONORS) COURSES**

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

A = 100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

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

A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

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

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

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

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

### **Accelerated (Honors) / AP**

#### **Course Selections**

English I A/PAP or Phys Sci A

English II A or PAP

English III A or AP

Eng IV A or College A or AP

College Algebra/Trig A

College Algebra/Statistics A

Pre-Calculus A

Calculus AP

Biology PAP

Chemistry A

Chemistry PAP

Chemistry AP

Physics A

Physics AP

Biology AP

Human Anat & Phys AP

College Biol/HA & Phys AP

American Gov't PAP

American Gov't AP

American History PAP

American History AP

French III PAP

French IV AP

Spanish III PAP

Spanish IV AP

Physical Science AP

## **5.22—CONCURRENT CREDIT**

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

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

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

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

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

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



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

## **5.24—STUDENT PARTICIPATION IN SURVEYS**

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

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

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

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of five (5) days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

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

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

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;

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

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

## **5.26—ALTERNATIVE LEARNING ENVIRONMENTS**

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE shall not be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.

## **GUIDANCE SERVICES**

The Guidance Center provides three counselors to assist students with personal, social, emotional, academic, and career development. One counselor serves all freshmen and special education students in grades 9-12. A second counselor works with all sophomores and those juniors in regular and honors English classes. The third counselor assists juniors in AP English classes and all seniors.

Students needing assistance may self-refer or referrals will be accepted by parents, teachers or peers on behalf of a student.

Other than regular school hours, the Guidance Center is open three weeks before school starts and two weeks after dismissal for summer vacation.

The Student Services Guide is available containing documentation of prevention, intervention, and conflict resolution provisions and crisis intervention plans.

The following is a list of services provided by the Guidance Center by grade level:

### **FRESHMEN**

- The Guidance Center's doors are always open to assist freshmen with personal, social, and academic concerns.
- Interpretation of 8<sup>th</sup> Grade testing provided in September.
- Classroom guidance is provided for students to review four-year plans, graduation requirements, GPA's, career focus, etc.
- Small group and classroom guidance is provided for students when teen issues arise.
- Pre-Registration for sophomore classes starts in early 2<sup>nd</sup> semester. Students and parents are encouraged to make individual appointments with counselor to confirm or revise four-year plan, career focus, and/or diploma type during October, November, December.
- ACT ASPIRE will be administered to all freshmen students in the Spring.

### **SOPHOMORES**

- The Guidance Center's doors are always open to assist sophomores with personal, social, and academic concerns.

- Classroom guidance is provided in test taking skills, importance of testing, future academic plans, and career planning.
- Students interested in the Mathematics and Science School in Hot Springs must inform the counselor before October. Applications due beginning of January.
- HOBY leadership forum applications are due in November.
- The PSAT (pre-SAT) will be given to all sophomores in the fall, as well as, all 11<sup>th</sup> grade students interested in competing for National Merit Scholarship possibilities. The cost TBA
- Students and parents are encouraged to make individual appointments with counselor to confirm or revise four-year plan, career focus, and/or diploma type during December, January, and February.
- The interpretation of PSAT results will be provided for students in January. Pre-Registration for junior classes early in 2<sup>nd</sup> semester.
- Sophomores taking College Algebra as a junior should take the ACT no later than April.
- ACT ASPIRE will be administered to all sophomore students in the Spring.

## JUNIORS

- The Guidance Center's doors are always open to assist juniors with personal, social, and academic concerns.
- College handbooks, college catalogs, and extensive career information are available for student use in the Guidance Center.
- The PSAT is given to juniors for the purpose of National Merit Scholarship selection. It is important that students who scored high on PSAT as sophomores take it as juniors in October. The cost is TBA.
- Fall Future Fest is a college, career, and financial aid symposium held in the cafeteria during October to help juniors make future academic plans.
- All juniors are encouraged to take the ACT in December or February.
- Any athlete who wishes to pursue athletics in college may sign up for the NCAA Clearinghouse by registering at [www.ncaa.org](http://www.ncaa.org).
- Classroom guidance is provided to help juniors make future plans for college, military, career, and/or employment.
- Juniors who wish to join the military should sign up for the ASVAB test in November/December.
- Governor School applications will be sent out in February.
- Pre-registration for senior classes begins early in 2<sup>nd</sup> semester. Upon request, the junior counselor will meet with the student and/or parent during November, December, or January to revise the student's four-year plan, career focus, and/or diploma type.
- The ACT will be administered to all juniors in the spring.

## SENIORS

- The Guidance Center's doors are always open to assist seniors with personal, social, and academic concerns.  
Counselors request seven (7) days be allowed for a written recommendation.
- College handbooks and applications, financial aid information, college and scholarship directories, and career information is available in the Guidance Center.
- The guidance department maintains an updated link on the district website listing important dates and information for students and parents.
- All seniors will receive a senior information packet from the Guidance Center in September.
- Classroom guidance is provided to seniors concerning college, entrance exams, careers, financial aid, scholarships, resumes, portfolios, recommendations, important dates and deadlines, and exit survey.
- National Merit Semi-Finalists are announced in September and finalists in February.
- Fall Future Fest – annual college, career, and financial aid symposium – is held in October.
- SHS Honor Graduate status is determined in January and given to students for verification. Final status of Honor Graduates, Valedictorian, and Salutatorian is determined by configuration of the 8 semester core GPA after all second semester grades are figured.

- Seniors who wish to join the military should sign up for the ASVAB test administered in November/December.
- Scholarship information is provided via daily announcements, and posted counselor bulletins, SHS Guidance Center Twitter and Facebook. It is the student's responsibility to read announcements to learn when scholarships become available and when the applications are due.

Students can access the Searcy High School Guidance Center website for scholarship information as well as a host of other topics. Parents/students can access the Searcy High School Guidance Center Twitter and Facebook on this website.

## **CAREER PLANNING**

Searcy students receive intensive career guidance and counseling beginning in the eighth grade. In career orientation classes, students begin to build their career portfolio, which include scores on standardized tests, learning styles, interest tests, favorite career focuses, diploma intent form, and four-year educational plan. At this point, students get a better grasp of what careers they do or do not want to pursue by understanding and analyzing their individual strengths and weaknesses.

Students continue to define their own future plans for work, college, and career through various class discussions with counselor or teacher, individual appointments with counselor, researching available materials in the guidance center websites.

Each student completes a Four-Year Education Plan Form each year for documentation of career focus required by the Arkansas State Department of Education. Selection of diploma type is also contained on this form to aid counselors in helping students reach their stated goals.

## **ACADEMIC POLICIES AND PROCEDURES**

### **Early Completion**

Consistent with Act 275 of 1997, a Searcy High School student who completes all diploma requirements shall be awarded a diploma regardless of grade level status. To complete graduation requirements early, the student and a parent/guardian must schedule a conference with the senior counselor to review credits and file a formal —Request for Early Completion.

### **Graduation Ceremonies**

The following students will be eligible to participate in graduation ceremonies:

1. Seniors in good standing who have met all graduation requirements.
2. Seniors who have earned a minimum of 21.00 credits toward diploma criteria and met all other requirements.
3. Early completers, who plan to walk in graduation ceremonies, must meet all outside required graduation criteria (correspondence or college level courses etc.) prior to April 15 of the semester the student plans to walk. Early completers must take their semester exams on the senior semester exam schedule utilizing the junior exemption policy. Upon completion of all requirements, by these deadlines, early completers will be excused from school with the seniors. If after semester tests are averaged into each subject, the student is deficient in any area, the student will NOT be allowed to walk in graduation ceremonies. All credits required for graduation must be in place for a junior to be allowed to walk in graduation ceremonies..
4. Students eligible to participate in graduation ceremonies must make arrangements for cap and gown, ATTEND GRADUATION PRACTICE, the senior assembly, and all other activities associated with graduation.

## Core GPA Worksheet

Core GPA Worksheet CORE COURSES -CIRCLE IF ACC( H )OR A.P.	1st SEM. GRADE	# VALUE	CHECK HERE IF A.P.	2nd SEM. GRADE	# VALUE	CHECK HERE IF A.P.	STEPS
ENGLISH I ACC OR PAP							<p>1. Using your most current transcript, write in the letter grade you earned for each semester of the courses you have completed.</p> <p>2. Use the following scale to assign the numerical value for each grade earned: A=4, B=3, C=2, D=1, F=0, NC=0, I=0</p> <p><b>The Searcy School District will use the following quality point scale to compute grade point averages for Advanced Placement (AP), International Baccalaureate (IB), and ADE approved Honors(HW) courses:</b>  <b>A=5 points, B=4 points, C=3 points, D=2 points, F=0 points, NC=0, I=0.</b></p> <p>3. Total the numbers you assign in each column. Write your totals in the boxes at the end of each column as designated.</p> <p>4. For each AP course you completed and took the AP test, put a check mark in the designated box for each semester you can count. ***</p> <p>5. Count your number of check marks you marked for AP courses and put your total at the end of each column as designated.</p> <p>6. Add all "totals" from steps 1 through 5 to obtain a number called <u>TOTAL QUALITY POINTS</u>. Write your total in the space provided:</p> <p style="text-align: right;">_____ TOTAL QUALITY POINTS</p> <p>7. Go back to the first and second semester columns. Obtain your "Total semesters attempted" by counting how many grades you listed. (You must count grades for any course retaken). Write your total in the space provided:</p> <p style="text-align: right;">_____ TOTAL SEMESTERS ATTEMPTED</p> <p>8. Use your calculator to divide. Round to the nearest ten thousandth:</p> <p style="text-align: right;">Total Sems. / Total Quality Attempted / Points THIS IS YOUR CORE GPA!</p> <p><b>***Weighted credit will be awarded for AP, IB, or other Arkansas Department of Education approved weighted courses contingent upon the following:</b></p> <ol style="list-style-type: none"> <li>1. The student taking the entire course offered in a particular subject.</li> <li>2. The student completing the applicable test offered by the College Board of AP courses at the end of the AP course.</li> </ol>
ENGLISH II ACC or PAP.							
ENGLISH III ACC or A.P.							
ENGLISH IV ACC, AP, or COLLEGE							
AMERICAN HISTORY							
WORLD HISTORY							
AM. GOVERNMENT PAP or A.P.							
AMERICAN HISTORY PAP OR AP							
PHYSICAL SCI. or ACCELERATED							
BIOLOGY or PAP							
CHEMISTRY ACCELERATED or PAP/AP							
PRINCIPLES OF TECH. I & II							
PHYSICS ACCELERATED or AP							
H ANAT & PHYS ACCELERATED							
COLLEGE BIO/HA & P ACCELERATEDS							
BIOLOGY A.P.							
ALGEBRA I A/IB, ALGEBRA I							
GEOMETRY A/B, GEOMETRY							
ALGEBRA II							
ALGEBRA III							
PRE-CALCULUS ACCELERATED							
COLL ALG/TRIG OR STATS A							
CALCULUS A.P.							
SPANISH I							
SPANISH II							
SPANISH III PAP							
SPANISH IV A.P.							
FRENCH I							
FRENCH II							
FRENCH III PAP							
FRENCH IV A.P.							
<b>TOTALS FOR EACH COLUMN</b>							

**ARKANSAS GRADUATION REQUIREMENTS  
SMART CORE INFORMATION**

**English – 4 units**

- 9<sup>th</sup> Grade English\*
- 10<sup>th</sup> Grade English\*
- 11<sup>th</sup> Grade English\*
- 12<sup>th</sup> Grade English\*

**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\*
- Geometry\*
- Algebra II\*
- Fourth Math\* as approved by ADE or approved Computer Science\*\*

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

- Biology\* - 1 unit
- Physical Science\*, Chemistry\*, or Physics\* or ADE approved Computer Science\*\* – 2 units (a maximum of 1 computer science credit may count for this requirement)

**Social Studies – 3 units**

- Civics\* - ½ unit
- World History\* - 1 unit
- American History\* - 1 unit
- other social studies\* - ½ unit

**Oral Communication\* – ½ unit**

**Physical Education\* – ½ unit**

**Health and Safety\* – ½ unit**

**Economics and Personal Finance\* – ½ unit** (may be counted toward Social Studies or Career Focus)

**Fine Arts\* – ½ unit**

**Career Focus\* – 6 units**

**Personal Finance\*** – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.

**\*Category course options as listed on the ADE Smart Core Course Code List**

**\*\*Computer Science – (optional)** A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

**Each high school student shall be required to take at least one digital learning course for credit to graduate.**

**Smart Core is the default graduation requirements for all students; therefore, signatures are no longer required to participate. Schools should develop Students Success Plans beginning in 8<sup>th</sup> grade for all students in accordance with Smart Core requirements.**

Arkansas Department of Education  
— July 16, 2018



**ARKANSAS MINIMUM GRADUATION REQUIREMENTS  
SMART CORE WAIVER FORM**

**Name of Student:** \_\_\_\_\_

**Name of Parent/Guardian:** \_\_\_\_\_

**Name of District:** \_\_\_\_\_

**Name of School:** \_\_\_\_\_

Smart Core is Arkansas's college- and career-ready curriculum for high school students. College and career readiness in Arkansas means that students are prepared for success in entry-level, credit-bearing courses at two-year and four-year colleges and universities, in technical postsecondary training, and in well-paid jobs that support families and have pathways to advancement. To be college and career ready, students need to be adept problem solvers and critical thinkers who can contribute and apply their knowledge in novel contexts and a variety of situations. Smart Core is the foundation for college and career-readiness. All students should supplement additional rigorous coursework within their career focus.

Failure to complete the Smart Core Curriculum for graduation *may* result in negative consequences such as conditional admission to college and ineligibility for some scholarship programs.

**STATE MINIMUM GRADUATION REQUIREMENTS**

**English – 4 units**

- 9<sup>th</sup> Grade English\*
- 10<sup>th</sup> Grade English\*
- 11<sup>th</sup> Grade English\*
- 12<sup>th</sup> Grade English or Transitional English 12\*

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

- Algebra I (or Algebra I-Part A & Algebra I-Part B - *each may be counted as one unit of the 4-unit requirement*)
- Geometry (or Geometry-Part A & Geometry-Part 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 – Integrated, ADE Approved Biology – Integrated, ADE Approved Biology – Integrated Honors, AP Biology, IB Biology, or Concurrent Credit Biology - Integrated.)
- Physical Science\*, Chemistry\*, or Physics\* – at least 1 unit
- other ADE approved science\* or ADE approved Computer Science\*\*

**Social Studies – 3 units**

- Civics\* - ½ unit
- World History\* - 1 unit
- American History\* - 1 unit
- other social studies\* – ½ unit

**Oral Communications – ½ unit**

**Physical Education – ½ unit**

**Health and Safety – ½ unit**

**Economics and Personal Finance – ½ unit** (may be counted toward Social Studies or Career Focus)

**Fine Arts – ½ unit**

**Career Focus – 6 units**

**Personal Finance\*** – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 9, 10, 11, or 12.

**\*Category course options as listed under each applicable subject area in the ADE Course Code Management System**

**\*\*Computer Science – (optional)** A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

**Each high school student shall be required to take at least one digital learning course for credit to graduate.**

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing to waive the Smart Core curriculum. I understand the potential negative consequences of this action as outlined on this form.

\_\_\_\_\_  
Parent/Guardian/Adult Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
School Official Signature

\_\_\_\_\_  
Date

Arkansas Department of Education— July 16, 2018

## **ARKANSAS ACADEMIC CHALLENGE — “LOTTERY “ SCHOLARSHIP**

If available, this scholarship is awarded through the Arkansas Department of Education. Various criteria apply for qualifications; students are directed to [www.adhe.edu](http://www.adhe.edu) to determine eligibility.

## **UNCONDITIONAL ADMISSION TO AN ARKANSAS PUBLIC COLLEGE OR UNIVERSITY**

Act 1290 of 1997 amended previous statutory language regarding the courses that high school students must complete in order to be admitted unconditionally to a public college or university in Arkansas. Acting in response to this legislation, the Arkansas Higher Education Coordinating Board has established a core curriculum set of courses required for unconditional admission. Students who graduate from high school in 2004 or later, enter college that fall or in subsequent years, will have to complete the following:

**English** – four units with emphasis on writing skills

**Mathematics** – four units, including Algebra I, Geometry, Algebra II, and a math above Algebra II

**Science** – three units, including Biology,

**Chemistry, or Physics.** A fourth unit is strongly suggested.

**Social Studies** – three units, including one of American History, one of World History, and one-half of American Government.

**Foreign Language** – strongly suggested but not required

Many Arkansas institutions vary in their requirements of in-coming freshman. Therefore, it is important that students and parents consult the institution of choice before deciding high school curriculum. College reference books and catalogs are located in the high school Guidance Center for student use.

### **Annual Scholars Ceremony**

Students in grades 9 -11 at Searcy High School who have grade points of 4.0 or above for the fall semester of the current year will be named to attend the Annual Scholars Ceremony. Determination of these students will be made by computing the grade point and using only the academic courses completed by the student. The 12<sup>th</sup> grade scholars will be those students who have met Honor Graduate status at the conclusion of seven semesters.

### **Schedule Change Request**

Fall Semester—Schedule change request may be made after schedules are received during registration; after schedule is picked up prior to beginning of school and/or as announced in daily student announcements.

Spring Semester—Schedule change request must be made two weeks prior to beginning of second semester, or deadline as announced in daily student announcements.

### **Dropping a Course**

Dropping of a course without receiving an —F in the course must be made prior to 1<sup>st</sup> progress report at semester. Students will not be allowed to have two study halls.

Schedule changes involving moving from similar course of a different level will be handled on an individual basis and will be considered after the semester begins. Example: moving from honors English to regular English; or Algebra I to Algebra I-A

### **Correspondence Courses**

One (1) credit of correspondence may be taken during each calendar year in grades 9-12. High School counselor must approve correspondence courses. Correspondence is primarily for make-

up classes and for classes that cannot be scheduled during the regular school year. These courses are not encouraged for the purposes of graduating early.

### **Student Community Service A.C.A. § 6-16-120**

This policy gives students in grades 10-12 at Searcy High School one hour of academic service credit upon completion of 75 hours of community service through approved —Service Learning Centers . The state Department of Education and the Searcy School Board must approve these —Service Learning Centers . For organizations not already on the state approved list of —Service Learning Centers , application must be made by the organizations to the State Department. Whenever possible, —Service Learning Centers will be adopted through our —Partners in Education program.

Recommendations are to be made by the Principal and the superintendent to the Searcy School Board for approval.

Students that intend to earn academic credit for community service must apply through the high school Principal and/or counselor prior to earning such credit. An agreement will be worked out with the school, the student, the parent, and a selected service Learning Center. After the completion of service hours, the Learning Center will provide documentation to the student and school. In the agreement a specified time period for completion will be determined. The amount of time for completion of 75 hours of service must be completed within one year.

### **Internet Grade Access**

Student grades are available for parent viewing via an internet website provided by E School. Grades will be posted in a timely manner based on the length and complexity of the test or assignment. Parents will be provided instructions by E School on how to access student grades.

### **Semester Test Exemption Policy**

The purpose of this policy is to encourage good attendance and highlight academics. Students will qualify for test exemption on a per class basis.

Ninth (9<sup>th</sup>), Tenth (10<sup>th</sup>), and Eleventh (11<sup>th</sup>) grade students *will be exempted from second semester tests only* under the following conditions:

1. at least a —C average and no more than 3 absences for current semester.
2. at least a —B average and no more than 4 absences for current semester.
3. at least a —A average and no more than 5 absences for current semester.

Twelfth (12<sup>th</sup>) grade students *will be exempted from 1<sup>st</sup> and/or 2<sup>nd</sup> semester tests* only under the following conditions:

1. at least a —C average and no more than 4 absences.
2. at least a —B average and no more than 5 absences.
3. at least a —A average and no more than 6 absences.

Homebound days, personal days, college leave days, truancy, suspension, in-school suspension, excused absence, and unexcused absence will count as an absence when calculating semester test exemption status.

**SEARCY HIGH SCHOOL  
FOUR YEAR EDUCATIONAL PLAN**

YEAR OF GRADUATION \_\_\_\_\_

NAME \_\_\_\_\_

CAREER FOCUS \_\_\_\_\_

DIPLOMA TYPE \_\_\_\_\_

FRESHMAN			
	1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER	C R
E	English I		
M			
S	Physical Science		
H	American History		
	P.E.	Health	
Total Credits			

SOPHOMORE			
	1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER	C R
	English II		
	Biology		
	World History		
Total Credits			

JUNIOR			
	1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER	C R
E	English III		
M			
S			
H	Am. Government Civics	Am. Government Economics	
Total Credits			

SENIOR			
	1 <sup>st</sup> SEMESTER	2 <sup>nd</sup> SEMESTER	C R
	English IV		
Total Credits			

Student Signature \_\_\_\_\_ Date \_\_\_\_\_

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

## COURSE DESCRIPTION GUIDE

### ENGLISH I (9)

1 year/1 Academic Credit

Prerequisites: None

English I is composed of grammar, composition, and world literature. The grammar units cover parts of speech, parts of the sentence, mechanics, and usage. The compositions emphasized are paragraphs and essays. The focal points in literature include development of skills in reading comprehension through the study of world authors and their works and development of skills necessary for writing about literature.

### ENGLISH I ACCELERATED (9)

1 year/ 1 Academic Credit -Honors

Prerequisites: Recommendation of counselor or teacher

In addition to the requirements of the regular English I curriculum, Honors classes will also critically analyze full-length dramas and novels including *Romeo and Juliet* and *To Kill a Mockingbird* or other appropriate material. Documented reports and well-developed essays will also be required. The class is designed to prepare the students for advancing to Honors English II.

### ENGLISH I PAP (9)

1 year/1 Academic Credit-Honors

Prerequisites: None

In addition to the requirements of the English I Accelerated curriculum, research methods will be stressed in the completion of a research paper. The emphasis in literature will be on literary and rhetorical devices. Students enrolling in this course should be avid readers and adept in grammar and writing skills.

### ENGLISH II (10)

1 year/1 Academic Credit

Prerequisites: English I

**English II** focuses on reading comprehension, writing development, and speaking skills through an

emphasis on American and World Literature. Units will explore the power of argumentation, the complexities of war, the search for identity, and the drive toward discovery. Students will read short stories, poetry, dramas, and novels. Major works covered include *Julius Caesar*, *Night*, *A Raisin in the Sun*, and *Fahrenheit 451*. Students will write essays for multiple purposes (narrative, argumentative, expository, etc.), study new vocabulary, and use proper grammar.

### ENGLISH II ACCELERATED (10)

1 year/1 Academic Credit Honors

Prerequisites: English I

Accelerated English II focuses on reading comprehension and writing skills through an emphasis on American and World Literature. This course requires more independent reading than standard English II. Units will explore the power of argumentation, the complexities of war, the search for identity, and the drive toward discovery. Students will read short stories, poetry, dramas, and novels. Major works covered include *Julius Caesar*, *Night*, *A Raisin in the Sun*, and *Fahrenheit 451*. Students will work independently to demonstrate thorough understanding of reading, vocabulary, and grammar. Students will write essays for multiple purposes, including narrative, argument, and analysis.

### ENGLISH II PAP (10)

1 year/ 1 Academic Credit - Honors

Prerequisites: English I

**Pre-AP English II** aims to prepare students to succeed in future English classes that follow College Board Advanced Placement curricula (AP Language and Composition, AP Literature). Students will read a variety of literature, including short stories, poetry, dramas, and novels for analysis and deep understanding. In addition to the summer reading assignment of *Lord of the Flies*, major works covered include *Julius Caesar*, *Night*, *A Raisin in the Sun*, and *Fahrenheit 451*. Students will spend considerable time developing writing skills through

the study of grammar, vocabulary, and research while learning to write for multiple purposes.

### **ENGLISH III (11)**

1 year/1 Academic Credit  
Prerequisites: English II

English III is composed of composition and American literature. The emphasis on the research paper will be on the process. Composition units stress organization of thoughts into various essay forms. The focal points in literature include development of skills in reading comprehension through the study of American authors and their works and the development of skills necessary for writing about literature.

### **ENGLISH III ACCELERATED (11)**

1 year/Academic Credit - Honors  
Prerequisites: English II

An alternative to English III AP, accelerated classes will review literary terms and genres, enhance vocabulary for the college-bound students, and focus on ACT preparation. A required, well-documented research paper will build upon introductory skills taught in the English II Accelerated classes. Literature selections will be American short stories, poetry, essays, plays, and novels. In-depth analysis will be conducted on various period works including *Self-Reliance*, *Walden*, *The Crucible*, *I Am the Cheese*, *Of Mice and Men*, and *The Great Gatsby*.

### **ENGLISH III AP LANGUAGE AND COMPOSITION (11)**

1 year/ 1 Academic Credit/ (If college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) - Weighted AP  
Prerequisites: English II

AP English Language and Composition is an introductory college-level composition course. Students cultivate their understanding of writing and rhetorical arguments through reading, analyzing, and writing texts as they explore topics like rhetorical situation, claims and evidence, reasoning and organization, and style. This course requires students to read extensively and to write analytically about both classical literature and works of non-fiction. Emphasis will be upon the author's style, tone, purpose, audience, and use of rhetoric. Students will draft, revise, edit, and evaluate written

works, with emphasis in argumentation and analytical writing. Students must be able to read primary and secondary source material carefully, to synthesize material from these texts into their own compositions, and to cite source material using conventions recommended by the Modern Language Association.

### **ENGLISH IV (12)**

1 year/1 Academic Credit  
Prerequisites: English III

English IV is composed of composition focusing on argumentative essays. The focal points in literature are to develop skills in reading comprehension through the study of British authors and their works and skills in writing about literature.

### **ENGLISH IV ACCELERATED (12)**

1 year/1 Academic Credit - Honors  
Prerequisites: English III

English IV Accelerated will study predominantly British literature with contemporary world authors added as appropriate. Composition skills will be honed with particular emphasis upon writing multiple drafts of each assignment in order to fully grasp the concepts of editing and revision and writing.

### **TRANSITIONAL ENGLISH (12)**

1 year/1 Academic Credit  
Prerequisites: English III

Transitional English 12 is a two-semester ELA course, designed to dramatically accelerate students' literacy skills essential for college and career readiness. The course is comprised of two Transitional Literacy Ready ELA units and additional district-developed units of study that together encompass the Arkansas English Language Arts Standards for Grade 12:

- Transitional English 12 includes the two English units from the SREB Transitional Literacy course: Unit 1 Informational Text (anchored by Nicholas Carr's *The Shallows: What the Internet is Doing to Our Brains*) and Unit 2 Literary Text (anchored by Philip K. Dick.)



## **ENGLISH IV COLLEGE ACCELERATED (12)**

1 year/1 Academic Credit/6 Hours (**one academic credit will be awarded for every 3 hours of college credit earned**)

Prerequisites:

- A. ACT score of 19+ in Reading and English
- B. Parental consent
- C. Acceptance by ASU-Beebe

This collegiate class is offered through Arkansas State University-Beebe on the SHS campus. Students are required to have achieved at least 19 on the English and Reading tests of the ACT in order to be accepted for this class or have achieved an equivalent score on ASU Beebe's ACCUPLACER test. Tuition must also be paid to ASU-Beebe for the college credit; however, students may elect to take the class without receiving the collegiate credit. Six hours college credit may be earned during the two-semester course while also fulfilling the requirement for the fourth year English course. The first semester (Freshman English I) is predominantly composition consisting of reading, discussing, and analyzing essays as well as drafting, revising, editing, and evaluating written works while also fulfilling the requirement for the fourth year English course. The second semester (Freshman English II) will stress literary skills through reading, discussing, and writing in response to short stories, poetry, plays, and novels. Literary units include *Beowulf*, *The Canterbury Tales*, *Morte d'Arthur*, *Hamlet*, *Frankenstein*, and selections from modern short stories and poetry. Two well-documented, research papers will be required.

## **ENGLISH IV AP LITERATURE AND COMPOSITION (12)**

1 year/ 1 Academic Credit/ (If college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) - Weighted AP

The AP English Literature and Composition course focuses on reading, analyzing, and writing about imaginative literature (fiction, poetry, drama) from various periods. Students engage in close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, and symbolism. Writing assignments include expository, analytical, and argumentative essays that require students to

analyze and interpret literary works. This class is recommended for serious English students who wish to explore various works of literature and who are disciplined to read and study independently. Class participation and discussion is extremely important in this seminar-based course.

## **MATHEMATICS**

### **ALGEBRA I (9-12)**

1 year/1 Academic Credit

Prerequisites: Pre-algebra with recommended grade of C

This is a standard first year algebra course including all the skills required by the State Department of Education and contained in the course content guide. The students are expected to achieve proficiency in algebraic skills, reading and interpreting algebraic symbols, and problem solving. They are taught mathematical concepts which serve as a basis for understanding the skills which are learned.

### **ALGEBRA I-A (9-12)**

1 year/1 Academic Credit

Prerequisite: None

This course covers the first semester of Algebra I. Students will learn to read and interpret algebraic symbols and the basic rules of Algebra. A thorough study is made of linear equations, which includes solving, writing and graphing, as well as using them in problem solving. In order for students to receive and Algebra I credit, they must successfully complete both Algebra I-A and Algebra I-B.

### **ALGEBRA I-B (9-12)**

1 year/1 Academic Credit

Prerequisites: Algebra I-A

This course covers the second semester of Algebra I after a quick review of Algebra I-A. Principles uncovered include polynomials, functions, rational and irrational numbers, and probability. In order for students to receive an Algebra credit, they must successfully complete Algebra IA and Algebra IB.



## **QUANTITATIVE LITERACY**

1 year/ 1 Academic Credit

Prerequisites: Algebra 1

This course builds on Algebra 1 to explore mathematical topics and relationships. Emphasis will be placed on applying modeling as the process of choosing and using appropriate mathematics and statistics to analyze, to better understand, and to improve mathematical understanding in real world situations. Students will represent and process their reasoning and conclusions numerically, graphically, symbolically, and verbally. Quantitative Literacy will help students develop conceptual understanding by supporting them in making connections between concepts and applying previously learned material to new contexts. Students will be expected to use technology, including graphing calculators, computers, or data gathering tools throughout the course.

## **GEOMETRY (9-12)**

1 year/ 1 Academic Credit

Prerequisites: Algebra I or Algebra IB with a recommended grade of C

Geometry is a course designed to develop student proficiency with geometrical skills and to expand understanding of geometric concepts. This course is also designed to improve logical reasoning and critical thinking by students in preparation for higher courses in mathematics.

## **GEOMETRY A (9-12)**

1 year/1 Academic Credit

Prerequisites: Algebra I or AlgebraIB

This course is the first semester of Geometry taught over a full year.

## **GEOMETRY B (9-12)**

1 year/1 Academic Credit

Prerequisites: Algebra I and Geometry A

This course is the second semester of Geometry taught over a full year.

## **ALGEBRA II (9–12)**

1 year/1 Academic Credit

Prerequisites: Algebra I or Algebra-IB with a recommended grade of C for the semester.

Algebra II includes a study of the real complex number system. A thorough study is made of exponents, irrational numbers and expressions, graphing, logarithms, binomial theorem, sequences, series, and solution of equations and inequalities and systems of equations. A stronger emphasis is placed on the application of algebraic principles in preparation for the ACT Aspire and ACT Exams. Cross curricular connections are stressed and the course tries to blend with real world applications via those connections.

## **ALGEBRA III (11–12)**

1 year/ 1 Academic Credit

Prerequisites: Geometry and Algebra II

The purpose of this course is to provide an alternative course for students who made a C or D in Algebra II and are not ready to attempt Pre-Calculus or College Algebra. The goals of this course are to develop and expand proficiency in solutions of systems of equations and inequalities; the use of matrices and determinates, sequences, probability, additional topics in analytical geometry, and to provide a foundation in trigonometry.

## **COLLEGE ALGEBRA/PLANE TRIGONOMETRY OR STATISTICS (11–12)**

1 year/ 1 Academic Credit/6 Hours College Credit  
**(one academic credit will be awarded for every 3 hours of college credit earned)** Honors

Prerequisites:

- A. Geometry and Algebra II with a grade A or B
- B. Minimum ACT Math score of 19 and Reading score of 19.
- C. Teacher recommendation
- D. Parental consent
- E. Acceptance by ASU-Beebe

College Algebra/Plane Trigonometry is a college level math course offered by ASU-Beebe on the SHS Campus. College Algebra (1<sup>st</sup> Semester) is a course which deals with quadratic equations and inequalities; polynomial, rational, exponential, and logarithmic functions; graphing functions; combining functions, and inverse functions; solving systems of linear and non-linear equations. Plane Trigonometry (2<sup>nd</sup> Semester) is a study of trigonometric functions and identities, basic logarithmic and exponential functions, and complex

functions. Emphasis is upon applications and problem solving. College Statistics is a study of elementary statistics for students in the biological, physical, social science or business fields. Emphasis is on applications and problem solving.

### **PRE-CALCULUS (10-12)**

1 year/1 Academic Credit - Honors

Prerequisites: Geometry and Algebra II with a grade of A or B

The goals of this course are to develop proficiency in mathematical skills, to expand understanding of mathematical concepts, to improve logical thinking at a more advanced level, and to provide a complete trigonometry foundation that included theory, skills, and applications. These goals should insure the student of adequate preparation for AP Calculus and most college mathematics courses. Topics of study will include functions and relations, theory of equations, vectors, sequences and series, exponential and logarithm functions, probability, trigonometric functions, trigonometric identities, oblique and right triangle solutions, sinusoidal variation, and complex numbers. This course is a prerequisite for any student who is registering for AP Calculus.

### **CALCULUS AP (11-12)**

1 year/ 1 Academic Credit - Weighted AP

Prerequisites: A. Pre-Calculus with a recommended grade of "C"

The AP Calculus course is designed to be the equivalent of a college Calculus I course. The course is based on the application of limits, derivatives, and definite integrals. Various methods and techniques will be explored to accomplish the application of these three areas. It is a rigorous course that will thoroughly prepare the student for the AP Exam in May that is the basis for qualifying for college credit.

## **NATURAL SCIENCES**

### **PHYSICAL SCIENCE (9)**

1 year/ 1 Academic Credit

Prerequisites: None

Physical Science is a course concerned with non-living things. It studies the materials that make up the world as well as the changes that occur in these materials. Physical Science is made up of branches that focus on matter and energy; in other words, this is the introduction to physics and chemistry. The course will provide laboratory experiences, besides the regular classroom work.

### **PHYSICAL SCIENCE ACCERATED (9)**

1 year/ 1 Academic Credit - honors

Prerequisites: Recommendation of counselor or teacher

This is a course offered as an alternative to students who are college bound and are perhaps leaning toward a career in the science field. The course work is similar to the regular Physical Science course, but with different assignments that require more research outside of class, more independent-studies, and more hands-on experiences. Students will be required to apply concepts, use outside sources for assignments; describe, compare, contrast, and interpret scientific data. Students will be asked to answer questions in essay form when appropriate. Higher order thinking skills will be stressed.

### **BIOLOGY ( 10)**

1 year/ 1 Academic Credit

Prerequisites: None

Biology is a course consisting of a comprehensive study of the principles, concepts, processes, and fields in the subject of biology. Believing that the learning process should involve a mastery of certain fundamental concepts, basic concepts in cell structure, cell function, principles of heredity, and taxonomy are stressed. It also includes the study of bacteria, protists, fungi, plants, and animals.

### **BIOLOGY PAP ( 10)**

1 year/ 1 Academic Credit - Honors

Prerequisites :(Recommended)

A. Physical Science Honors  
with a recommended grade  
of C

B. Recommendation of teacher

This is a course offered to students who are college bound and are possibly interested in a career in the science field. The concepts investigated will be similar to the regular Biology course but with

different assignments that require more research outside of class. It will include more independent studies and more hands-on lab experiences. Higher order thinking skills will be stressed. This course will serve as a foundation for AP Biology, College Biology, and Weighted Human Anatomy and Physiology.

### **CHEMISTRY ACCELERATED (11–12)**

1 year/ 1 Academic Credit – Honors

Prerequisites: Algebra II or currently enrolled

Chemistry is a course designed to provide students with the basic principles and laboratory investigation of the structure, phases, and properties of matter, and how chemical substances behave in chemical reactions.

### **CHEMISTRY PAP (10)**

1 year/1 Academic Credit - Honors

Prerequisites: (Recommended) Successful completion of Honors Physical Science, Algebra I, and Algebra II (or be concurrently enrolled in Algebra II). Recommended grade of C or above in each.)

The Chemistry PAP course is designed especially for college bound students who are interested in a career in science. The course will address the same concepts that are addressed in a regular chemistry course - the composition, structure, properties, and changes of matter, but students will have more hands-on laboratory experience, more independent work, and will be expected to use outside sources for some assignments. Higher-order thinking skills will be stressed.

### **CHEMISTRY AP (11/12)**

1 Year/1Academic Credit - Weighted AP

Prerequisites: Successful completion of PAP Chemistry/Chemistry and Algebra II (Recommended grade of "C" or above in each).

The Chemistry AP course is designed to be the equivalent of the general chemistry course usually taken during the first year of college. Students in the class will attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the students' abilities to think clearly and to express their ideas, orally and in writing. This class fulfills the requirement for a laboratory

science. Students who plan a career in any science-related field would benefit from the AP chemistry experience.

### **PHYSICS ACCELERATED (11-12)**

1 year/ 1 Academic Credit -Honors

Prerequisites: Algebra II or currently enrolled

This course deals with the behavior and structure of matter. This course is based on the analysis and application of principles dealing with the areas of motion, force, work, energy, momentum, fluids, heat, waves, sound, light, electricity, and magnetism.

### **ENVIRONMENTAL SCIENCE (11-12)**

1 year/ 1 Academic Credit

Prerequisites: Recommendation of Counselor or Teacher

This course is designed to introduce students to major ecological concepts and the environmental problems which affect the world in which they live. Topics to be studied include, but not limited to: ecology, atmosphere, water conservation, land use, and energy sources.

### **AP ENVIRONMENTAL SCIENCE (11-12)**

1 year/1 Academic Credit-Weighted AP

Prerequisites: 2 years of high school laboratory science and Algebra I

The goal of the AP Environmental Science course is to provide you with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.

### **BIOLOGY AP (11-12)**

1 year/ 1 Academic Credit Weighted AP

Prerequisites: (Pre-AP Biology recommended) and Chemistry with a recommended grade of "C"

The AP Biology Course is designed to be the equivalent of a two semester college intro bio course usually taken by biology majors during their first

year. Three general areas are covered, molecules and cells, heredity and evolution, organisms and populations. Any future career involving life science (living things) or that requires a biology major would be benefited from taking the course.

### **HUMAN ANATOMY AND PHYSIOLOGY HONORS (11–12)**

1 year/ 1 Academic Credit Honors

Prerequisites: Biology with recommended grade of C

Human Anatomy and Physiology is a course designed to provide the students with a basic understanding of the human body. The study of various systems includes organs, functions, and diseases of each. This is a preparatory course for students interested in entering the medical field.

### **SPORTS MEDICINE I**

1 year/1 Academic Credit

Prerequisite: Biology, Human Anatomy and Physiology

This course is designed to provide students with a general overview of athletic training, sports medicine, and its history from the perspective of the healthcare community. This includes injury prevention, treatment, rehabilitation, psychosocial, and administrative concerns. Students will gain an understanding of athletic training and the role it plays in the physically active community.

### **SPORTS MEDICINE II**

1 year/1 Academic Credit

Prerequisite: Biology, Human Anatomy and Physiology, Sports Medicine I

This course is designed to provide students with a general overview of athletic training, sports medicine, and its history from the perspective of the healthcare community. This includes injury prevention, treatment, rehabilitation, psychosocial, and administrative concerns. Students will gain an understanding of athletic training and the role it plays in the physically active community.

*To be recognized as completer of Sports Medicine: Anatomy and Physiology, SM I, II*

### **BIOLOGY AP (11-12)**

1 year/ 1 Academic Credit Weighted AP

Prerequisites: (Pre-AP Biology recommended) and Chemistry with a recommended grade of "C"

The AP Biology Course is designed to be the equivalent of a two semester college intro bio course usually taken by *biology majors* during their first year. Three general areas are covered, molecules and cells, heredity and evolution, organisms and populations. Any future career involving life science (living things) or that requires a biology major would be benefited from taking the course

### **COLLEGE BIOLOGY**

1Semester/1 Academic Credit, 4 Hr of College Credit

Prerequisites: Score of 19 on ACT reading, and Biology

This course provides a survey of the major topics in biology, including cells, genetics, evolution, development, structure and function, diversity, and ecology. Students will explore these topics in a blend of lecture and laboratory experiences. This course satisfies the life science general education requirement found at most Arkansas universities.

### **PHYSICS AP (11–12)**

1 year/ 1 Academic Credit

Weighted AP

Prerequisites: Advanced Algebra, College Algebra or Pre-Calculus, or currently enrolled.

AP Physics is a course which deals with the behavior and structure of matter. This course is based on the analysis and application of principles dealing with the areas of motion, force, work, energy, momentum, fluids, heat, waves, sound, light, electricity, and magnetism.

## **SOCIAL STUDIES**

**HISTORY** – American History will be offered to the graduates of 2016+ as either a regular level course or as a pre-advanced placement course. The PAP American History course will be the

springboard to AP American History and AP American Government.

### **AMERICAN HISTORY ( 9)**

1 year/ 1 Academic Credit

Prerequisites: None

American History begins with a review of pre-1865 events and an in-depth study of the constitution. The course then takes up post-1865 events and continues to the present.

### **WORLD HISTORY (10)**

1 year/ 1 Academic Credit

Prerequisites: None

World History is a course designed to provide students with the basic knowledge in events and forces which have shaped human life since the beginning of recorded time. Important concepts learned are historical interpretation, cause and effect, time perspective, geographical perspective, and human experience.

### **AMERICAN GOVERNMENT AP (11)**

1 year/1 Academic Credit Weighted AP

Prerequisites: Recommended grade of B in PAP American History and World History.

Advanced Placement United States Government and Politics is designed to give students a critical perspective on politics and government. This course involves both the study of general concepts used to interpret United States politics and the analysis of specific case studies. It also requires familiarity with the various institutions, groups, beliefs and ideas that make up the American political reality. Students may be required to purchase supplementary material.

### **AMERICAN HISTORY PAP (9)**

1 Year/1 Academic Credit - Honors

Prerequisites: None

Honors PAP American History examines time periods from the first European explorations of the Americas to present day. Political, military, scientific, economic, and social developments are covered in the historical overview. Students will

analyze and interpret a variety of historical resources and use primary and secondary sources, maps, and pictorial and graphic evidence of historical events. Upon completion of this course, students will be able to apply historical issues and events as they relate to AP American Government and AP American History

### **AMERICAN HISTORY AP (12)**

1 year/1 Academic Credit - Weighted AP

Prerequisite: Recommended grade of C in PAP American History or PAP American Government

American History AP is a two-semester survey of American History from the age of exploration and discovery to the present. Emphasis is placed on critical and evaluative thinking skills, essay writing, and interpretation of original documents. Students may be required to purchase supplementary material.

### **CIVICS**

1 Semester/.5 Academic Credit

Prerequisites: None

Civics provides a study of the structure and functions of the United States government, the government of Arkansas, and political institutions. Civics also examines constitutional principles, the concepts of rights and responsibilities, the role of political parties and interest groups, and the importance of civic participation in the democratic process.

### **ECONOMICS**

1 Semester/.5 Academic Credit

Prerequisites: None

Economics is a one-semester course that emphasizes economic fundamentals, microeconomics, macroeconomics, and personal financial management. Students will explore the interrelationships among the roles played by consumers, producers, capital, land, and labor as well as the interrelationships among economic, political, and social lives. Additionally, students will examine the relationship between individual choices and the direct influence of these choices on occupational goals and future earnings potential.



Economics stresses application, problem-solving, higher-order thinking skills, and use of classroom performance-based, open –ended assessments with rubrics.

## FOREIGN LANGUAGE

### **FRENCH I (9–12)**

1 year/ 1 Academic Credit

Prerequisites: Recommended grade of C in English

French I is a course designed to provide students with the development of the skills of communication—listening, speaking, reading, and writing—in that order, with emphasis on listening comprehension and speaking. The course provides an introduction to basic vocabulary, grammatical structures, and culture of French-speaking countries. The student must be willing to spend time outside the class for additional language practice.

### **FRENCH II (10– 12)**

1 year/ 1 Academic Credit

Prerequisites: French I with recommended grade of C

French II is a course designed to provide the students with advanced development of listening, speaking, reading, and writing skills necessary for meaningful communication in both spoken and written French. The course incorporates material learned in French I and continues to build vocabulary, grammatical structures, and culture of French-speaking countries.

### **FRENCH III PAP (11–12)**

1 year/1 Academic Credit

Prerequisites: French I & II with recommended grade of C

French III PAP is a course designed to build upon the materials learned in French I & II, continuing to build vocabulary, grammatical structures, and culture of French-speaking countries. Emphasis will begin on the facets of reading and writing skills to help prepare those students who wish to advance to French IV AP.

### **FRENCH IV AP/CONCURRENT ENROLLMENT (12)**

1 year/1 Academic Credit/(if college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) Weighted AP

Prerequisites: (Recommended) French III PAP & English III with recommended grade of B

AP French is a college level class designed to prepare students to successfully complete the AP exam in May in order to receive advanced placement and/or credit for French in college. AP French is a course that stresses vocabulary development, study of grammar, and conversational skills. Emphasis is placed on reading and writing skills. The course provides an introduction to the history, geography, civilization, and literature of French-speaking countries. Students may have the option to pay tuition to ASU-Beebe for 6 hours French I and II college credit.

### **SPANISH I (9-12)**

1 year/ 1 Academic Credit

Prerequisites: Recommended grade of C in English

Spanish I is a course designed to provide students with the development of the skills of communication listening, speaking, reading, and writing—in that order, with emphasis on listening comprehension and speaking. The course provides an introduction to basic vocabulary, grammatical structures, and culture of Spanish-speaking countries.

### **SPANISH II (10–12)**

1 year/1 Academic Credit

Prerequisites: Spanish I with recommended grade of C

Spanish II is a course designed to provide students with advanced development of listening, speaking, reading, and writing skills necessary for meaningful communication in both spoken and written Spanish. The course incorporates material learned in Spanish I and continues to build vocabulary, grammatical structures, and culture of Spanish-speaking countries.

**SPANISH III PAP / Concurrent Enrollment (11–12)**

1 year/1 Academic Credit(if college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) Honors

Prerequisites: Spanish I & II and English with recommended grade of C

AP Spanish Language is a college level class designed to prepare students to successfully complete the AP Exam in May in order to receive advanced placement and/or credit for Spanish in college. Emphasis is upon extensive reading, advanced grammar, literature, and conversational skills. Students must be adept in Spanish grammar and writing skills. Students have the option to pay tuition to ASU-Beebe for 6 hours Spanish I & II college credit.

**SPANISH IV AP/CONCURRENT ENROLLMENT (12)**

1 year/1 Academic Credit/(if college credit is earned, 1 academic credit per 3 hours of college credit will be awarded) Weighted AP

Prerequisites: (Recommended) Spanish III PAP and English with recommended grade of "C"

AP Spanish Literature is a college level class designed to prepare students to successfully complete the AP Exam in May in order to receive advanced placement and/or credit for Spanish in college. Emphasis is upon extensive reading, advanced grammar, literature, and conversational skills. Students must be adept in Spanish grammar and writing skills. Students have the option to pay tuition to ASU-Beebe for 6 hours Spanish III and IV college credit. Must have a 19 in Reading on the ACT and ave completed Spanish III PAP for college credit

**REQUIRED COURSES**

**ORAL COMMUNICATIONS ( 9–12)**

1 semester/ .5 Academic Credit Prerequisites: None

Because individuals use oral communication to reach both long and short- term goals, to become better citizens, to protect themselves, and to establish relationships with others, this course is offered as a means of developing essential communication skills. Units include the

Communication Process, Nonverbal Communication, Listening, Interpersonal Communication, Interviewing, Speaking to Inform and Speaking to Persuade.

**HEALTH EDUCATION (9–12)**

1 Semester/ .5 Academic Credit

Prerequisites: None

Health Education is a comprehensive program providing learning opportunities for students to develop knowledge, attitudes, and appreciation about those concepts of health which are necessary for well being and optimum functioning throughout the life span. Emphasis is also placed on decision making skills which enable students to cope with cultural, societal, or environmental change.

**PHYSICAL EDUCATION (9–12)**

1 semester/.5 Academic

Credit Prerequisites: None

Physical Education is a required course which includes activities designed to emphasize motor skills, health related fitness, and life-time activities.

**SOCIAL EMOTIONAL LEARNING (SEL)**

1 year/ 1 Academic Credit

Prerequisites: None

Social emotional learning is the process through which children and adults acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goal, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Social-emotional skills have been shown to be critical to the overall development of a student’s life. Destructive behaviors, such as drug abuse, violence, bullying, and deficient performance in school, can be prevented or reduced through a combined effort of effective classroom instruction, engagement in hands-on activities, and parental and community involvement.



## ELECTIVES

### **PHYSICAL EDUCATION Elective (9- 12)**

1 Semester/ .5 Activity Credit

Prerequisites: Physical Education

Physical Education is an elective course which builds on the basic skills learned in Physical Education Required.

### **PSYCHOLOGY (11–12)**

1 semester/ .5 Academic Credit

Prerequisites: None

Psychology is the science of behavior. Behavior is defined as anything one does or thinks, including mental activities, feelings and various bodily reactions. Students will study important developments in psychology, patterns of human development, motivation and emotion, and psychological disorders.

### **SOCIOLOGY (11-12)**

1 semester/ .5 Academic Credit

Prerequisites: None

Sociology is defined as the scientific study of society and the social activity of human beings. Students will study this behavioral science with sub-topics in criminology and demography. Also to be studied will be the social forces that affect our lives (e.g., peer pressure, family, environment, religion). Students will study another culture's socialization and compare it to their own.

### **CONTEMPORARY AMERICAN HISTORY (11-12)**

1 Semester/.5 Academic Credit

Prerequisites: None

This course considers foreign policy, domestic relations, and culture from 1945 to the present with an emphasis on the present and how it is a culmination of events and trends of the period. The history of the civil rights movement, court cases, laws, and government actions, as well as the accomplishments of the African American leaders of the early 1800's to present will be studied.

## FINE ARTS

### **VISUAL ARTS**

#### **ART I (9-12)**

1 Semester/ .5 Academic

Credit Prerequisites: None

Art I is designed to provide students with the basic principles and elements of design in various forms of media including: painting, drawing, printmaking, sculpture, and crafts.

#### **ART II (9–12)**

1 Semester/ .5 Academic

Credit Prerequisites: Art I

Art II is a course in which the students identify and create with the elements and principles of design in various media using basic skills from Art I.

#### **ART III (10–12)**

1 Semester/ .5 Academic

Credit Prerequisites: Art II

Art III is a course in which the students will create with various media, building upon skills used in Art II, with emphasis on expressing personal feelings and critical analysis.

#### **ART IV (10–12)**

1 semester/ .5 Academic Credit

Prerequisites: Art III and Teacher recommendation

Advanced Art is for the serious art student wishing to pursue a career in art. In this semester course the student will work at his/her own pace and choice of media, completing the required projects to provide mastery of artistic knowledge and understanding for art related careers.

#### **ART V**

1 Semester/ .5 Academic Credit

Prerequisites: Art IV

Art V is a studio Art 2-D one-semester course designed for serious art student wishing to further their studio skills in 2-Dimensional media. In this course the student will move toward mastery of the elements of art and principles of design in specific areas of art, such as painting, drawing, printmaking, mixed media and other 2-D media. Students will

demonstrate evidence of complex problem-solving skills, higher order thinking, risk taking, imagination, and innovation through their art.

## MUSIC

### **BAND I (9)**

1 year/ 1 Academic Credit

Prerequisites: Prior Experience

Band students will receive instruction in theory to understand the chord structures they are using. The students will identify melodic and harmonic parts of their music. The Director will use standard patterns of directing and musical terminology. Students learn to read music and apply their skills to furthering their abilities on their chosen instrument. Technical expectations include scale performance from memory, reading and playing music with dotted rhythms, syncopation and complex metrical structure.

### **BAND II (10)**

1 Year/ 1 Academic Credit

Prerequisites: Band I

Students develop and refine technical skills and increase their knowledge with performance and listening literature. Students gain independence in sight-reading skills, memorization and understanding of dynamic symbols and notation. Technical expectations for Band II include greater range on the instrument, increased abilities to interpret complex rhythms, memorization of parts, interpretation and use of correct articulations, and the performance of one third of the ASBOA required scales by memory.

### **BAND III (11)**

1 year/ 1 Academic Credit

Prerequisites: Band II

Students continue developing sight-reading skills. Students are able to demonstrate an advanced understanding of pitch and meter, discuss the relationship between music and other disciplines, and develop the ability to identify melodic and accompaniment lines in the music. Students will be able to perform the following technical skills: expanded range, performing the ASBOA required

scales by memory, performing music that uses modal scales, improvising within specific guidelines and identifying complex meters and rhythms.

### **BAND IV (12)**

1 year/ 1 Academic Credit

Prerequisites: Band III

Students develop independence in interpreting music through the performance of selected literature. Students at this level analyze musical performance in terms of interval, notation, chord structure, and harmonic texture using standard music terminology. Students perform independently using correct intonation, rhythm, skills, and techniques. Students are proficient in the understanding of performance etiquette and are able to lead other bands in the school system as they perform pieces of music at their appropriate level.

### **ORCHESTRA I (9)**

1 year/1 Academic Credit

Prerequisite : Completed 6th-8th grade orchestra

Orchestra is offered as a continuation for students with previous orchestra experience. Educational emphasis is placed on the advancement of instrumental technique, further development of music reading and comprehension skills, independent musicianship, style, and a deeper understanding of small group ensemble music, and string orchestra literature. Literature will contain both Classical and Popular music. Students will perform in small and large groups, perform concerts, attend contest, participate in Solo and Ensemble, and have the opportunity to audition for All Region Orchestra

### **ORCHESTRA II (10-12)**

1 year/1 Academic Credit

Prerequisite : Orchestra I

Orchestra II is for all students who have completed Orchestra I as a continuation for students in orchestral performance and music comprehension advancement. Emphasis will be placed on advancement of instrumental technique, different musical style comprehension, independent musicianship, advancement in small group ensemble music and performance, and string orchestra literature. Literature will contain music from several

genres, styles, and arrangements. Students will perform in small and large group performances, concerts, attend contest, participate in Solo and Ensemble, have the opportunity to audition for both All Region and All State Orchestras.

### **ORCHESTRA III**

1 year/1 Academic credit

Prerequisite: Orchestra II

Students continue developing sight-reading skills. Students are able to demonstrate an advanced understanding of pitch and meter, discuss the relationship between music and other disciplines, and develop the ability to identify melodic and accompaniment lines in the music. Students will be able to perform the following technical skills: expanded range, performing the ASBOA required scales by memory, performing music that uses modal scales, improvising within specific guidelines and identifying complex meters and rhythms. Emphasis will be placed on advancement of instrumental technique, different musical styles comprehension, independent musicianship, advancement in string orchestra literature as well as small ensemble literature.

### **ORCHESTRA IV**

1 year/1 Academic Credit

Prerequisite: Orchestra III

Students develop independence in interpreting music through the performance of selected literature. Students at this level analyze musical performance in terms of interval, notation, chord structure, and harmonic texture using standard music terminology. Students perform independently using correct intonation, rhythm, skills, and techniques. Students are proficient in the understanding of performance etiquette and are able to lead other orchestras in the school system as they perform pieces of music at their appropriate level.

### **CHOIR I WOMEN'S(9)**

1 year/ 1 Academic Credit

Prerequisites: None

Women's Choir is designed to enable the student to identify the rudiments of music, display correct posture and breathing technique, sight-read musical exercises and assigned compositions, and follow

conduction patterns of the director in order to excel in performance.

Students in Women's Choir are required to audition for region and state choral groups and will perform as a group representing Searcy High School.

### **CHOIR I & II MEN'S (9-12)**

1 year/ 1 Academic Credit

Prerequisites: None

Men's Choir is designed to enable the student to identify the rudiments of music, display correct posture and breathing technique, sight-read musical exercises and assigned compositions, and follow conduction patterns of the director in order to excel in performance. Students in Men's Choir are required to audition for region and state choral groups and will perform as a group representing Searcy High School.

### **CHOIR II WOMEN'S (10-12)**

1 year/ 1 Academic Credit

Prerequisites: None

Varsity Choir is open to any female student at Searcy High School. This course includes the singing of music from all musical periods, development of sight-reading skills and proper voice production. Individual help will be available as scheduling permits. Students in varsity choir are required to audition for region and state choral groups and will perform as a group representing Searcy High School.

### **CHOIR III & IV (11-12)**

1 year/1 Academic Credit

Prerequisites: Audition

Tryouts are held each spring to determine new membership Concert Choir. Seniors present their robes to new members at the annual spring banquet. The course includes the singing of music from all musical periods, development of music-reading skills and proper voice production. An appreciation of many types of music is the ultimate goal. Performances at region and state level and school and community programs are a part of the yearly schedule. Individual students are required to audition for All-Region and All-State choir. (Every other year a major musical is presented by the Drama, Music, and Art Departments).

### **MUSIC APPRECIATION (10–12)**

1 Semester/ .5 Academic  
Credit Prerequisites: None

Music Appreciation includes a survey of music history from ancient times through the twentieth century. It is a study of composers, styles, forms, and related listening. Current events in music and special interest projects are areas of study. Students planning a career in music are especially encouraged to take this course.

Music Appreciation will fulfill .5 required fine arts credit.

### **MUSIC THEORY (10–12)**

1 Semester/ .5 Academic Credit  
Prerequisites: Instrumental or Choral Proficiency

The course includes a review of all music fundamentals, scales, key signatures, rhythms, chord structure, inversion of chords, harmonization of given and created melodies and sight-singing. Students planning a career in music are especially encouraged to take this course. An individual composition project will be completed by the end of the semester.

Music Theory will fulfill .5 required fine arts credit.

## **PERFORMING ARTS**

### **THEATRE I (9-12)**

1 year/ 1 Academic Credit  
Prerequisites: None

Theatre I is an introductory course for students who wish to develop skills of characterization, expression, and interpretation. Units include: Improvisation, Pantomime, Stage Movement, and Acting. A requirement of the class is performance in a one-act play presented in a dinner theatre in February. Drama I will fulfill the .5 required fine arts credit.

### **THEATRE II (10-12)**

1 year/1 Academic Credit Elective  
Prerequisites: Theatre I

Theatre II is designed to develop and refine the acting talent and skills of each student through

exercises and the study of various acting methods. Students will perform in one act play productions and short film as well as individual performances. Students will add to their portfolio of performance materials.

### **THEATRE III (11-12)**

1 year/1 Academic Credit Elective  
Prerequisites: Theatre II

Theatre II students continue developing and refining their acting talent and skills of each student through exercises and the study of various acting methods. Students will perform in one act play productions and short film as well as individual performances. Students will add to their portfolio of performance materials.

### **STAGECRAFT I (10–12)**

1 year/1 Academic Credit  
Prerequisites: None

Stagecraft focuses on the technical aspect of theatre such set design, lights, sound, costumes, makeup, props, and publicity. Students play an active role in the creative and developmental process for the play productions of the theatre department. Students will also study the structure and styles of drama.

### **STAGCRAFT II (11-12)**

1 year/ 1 Academic Credit  
Prerequisites: Stagecraft I

Stagecraft allows the student to take more of a leadership role in the technical aspects of theatre. They will bear the responsibility of mentoring Stagecraft I students through the process. Students will be given a more in depth study of aspects of technical theatre. Time will be spent learning the many opportunities for applying these technical skills in jobs in professional theatre. Students play an active role in the creative and developmental process for the play productions of the theatre department.

## **CAREER & TECHNICAL EDUCATION**

### **AGRICULTURE**

#### **AG SCIENCE AND TECHNOLOGY (9-10)**

1 year/ 1 Academic Credit

Prerequisites: None

Ag science provides students with an overview of the agricultural science and technology program of study. A brief introduction is given to each area (animal science, horticulture, and agricultural mechanics) included in the total Agricultural Education program, so that students can then decide in which areas they are most interested. A significant portion of the course is devoted to the National FFA Organization and Supervised Agricultural Experience Programs.

#### **AG BUSINESS (10-12)**

1 Semester/ .5 Academic Credit

Prerequisites: None

This course is a survey of the various business concerns involved in agricultural entrepreneurship, with emphasis on record keeping, business transactions, personnel management, etc. The course covers business concerns from the start-up period, making a business plan, marketing products, business ethics.

#### **AG LEADERSHIP AND COMMUNICATION (10-12)**

1 Semester/ .5 Academic Credit

Prerequisites: None

This course is designed to help students develop their abilities in such areas as public speaking, parliamentary procedure, organization, delegation, business etiquette, and conflict resolution, so that they will be better able to fulfill leadership roles in agriculture. This class is also designed to develop better leaders for the local FFA chapter. Numerous hands-on activities are applied.

#### **AG METALS (10-12)**

1 year/ 1 Academic Credit

Prerequisites: Agricultural Science and Technology

Ag Metals covers safety and technical information in agricultural metal fabrication, with ample

opportunity for students to gain hands-on skills in the laboratory. Both cold metal work, cutting, and welding will be covered, with safety practices and performance skills being emphasized in every area covered.

#### **INTRO TO AG MECHANICS (10-12)**

1 year/1 Academic Credit

Prerequisites: Agriculture Science and Technology

The course is designed for students with a serious interest in agricultural mechanics. Areas covered include arc welding, cold metal work, sheet metal work, tool fitting, small gas engines, surveying, concrete and masonry, plumbing, hand and power tool woodworking, electricity, and painting and finishing.

#### **BIOLOGICAL ANIMAL SCIENCE (10-12)**

1 Semester/ .5 Academic Credit

Prerequisites: None

The study of the scientific approach to animal agriculture. Students will conduct experiments, report findings, look at the progress being made in animal genetics, genetic engineering, body systems, animal reproduction, growth, diseases, the effects on the environment, the latest advances in technology and potential career opportunities.

#### **ANIMAL SCIENCE (10-12)**

1 Semester/ .5 Academic Credit

Prerequisites: None

This course is a general study of animal science and production designed to build on the information introduced in the Agricultural Science and Technology course. Topics to be covered include economic importance of livestock, genetics and animal production will also be covered, as well as current ethical issues related to the production of livestock.

#### **ADVANCED ANIMAL SCIENCE – EQUINE (10-12)**

1 Semester/ .5 Academic Credit

Prerequisites: Animal Science recommended

This course will deal with in-depth topics concerning specifics to the animal subject area, including reproduction, management, nutrition and health. Students will perform health management on live horses when possible.



## **ADVANCED ANIMAL SCIENCE – SMALL ANIMAL CARE (10-12)**

1 Semester/ .5 Academic Credit

Prerequisites: Animal Science Recommended

Small Animal Care deals with in-depth topics concerning specifics to the animal subject area, including reproduction, management, nutrition, and health. Students will perform health management on live animals when possible.

## **NATURAL RESOURCES AND WILDLIFE MANAGEMENT (10-12)**

1 Semester/ .5 Academic

Credit Prerequisites: None

This course offers students a chance to explore natural resources and develop knowledge and skills to use them wisely. Resources studied include soil, water and air, forests, energy, minerals and metals, fish and wildlife, and use of natural resources for outdoor recreation. Careers in natural resources will be researched, and environmental issues debated. Emphasis is placed on wildlife species education.

## **BUSINESS EDUCATION AND MARKETING**

### **KEYBOARDING (offered as needed)**

1 Semester/ .5 Academic Credit after 22 credits) Prerequisites: None

Keyboarding is a one-semester course . Emphasis is placed on mastery of the keyboard with desirable keyboarding techniques; development of speed and accuracy; basic problem-solving applications of centering and arranging letters, reports, and tables; proofreading and formatting.

### **SURVEY OF BUSINESS (Foundation course)**

1 year/ 1 academic credit

Prerequisites: None

A two-semester course for students in grades 9-12. It is designed to introduce students to business and marketing programs of study and related technology to help students succeed in business and marketing careers. Using industry-recognized software, students will focus on skills in word processing, spreadsheets, database, presentations, and cloud

computing as they relate to business and marketing careers. This course will focus on skills needed to obtain Microsoft Office Specialist (MOS) certifications

## **ACCOUNTING 1: (10-12)**

1 year/1 Academic credit

Prerequisites: Survey of Business

This course emphasizes basic accounting principles as they relate to both manual and computerized financial systems. Instruction is on an integrated basis, using computers and electronic calculators as the relationships and processes of manual and computerized accounting are presented. Entry-level skills in the accounting occupations can be attained.

## **FINANCIAL LITERACY: (9-12)**

1 Semester/.5 Academic Credit

Prerequisites: Survey of Business

This course is designed to increase personal finance knowledge and skills and prepare students to successfully manage financial resources. This course also focuses on the individual's role and financial responsibilities as a student, citizen, consumer, and active participant in the business world. Emphasis is also placed on activities and competitions within career and technical student organizations (i.e., FBLA, FCCLA, and DECA). This course is aligned with and will satisfy the requirements set forth in Arkansas Act 480.

## **MANAGEMENT**

1 year/1 Academic Credit

Prerequisites: Survey of Business

This course is designed to prepare students for managerial careers. Students will study the value of soft skills in the business environment. Other topics will include; the role of a manager in a business organization, government regulations, information and communication systems and the use of technology, business finance principles, product/service development, production, marketing, distribution, pricing, and human resources management.

## **SUPPLY CHAIN AND LOGISTICS**

1 year/ 1 credit

Prerequisite: None

This is a two-semester project based course that introduces students to the supply chain and logistics industry. The content emphasizes beginning knowledge key to the success of working in the supply chain & logistics industries. Students study and gain a basic understanding of logistics, transportation, operations, warehousing, supply chain technology, transportation systems, SCOR model, and customer service skills ultimately learning how to buy, make and deliver products. Students will have the opportunity to explore careers in the supply chain and logistics industry.

## **TRANSPORTATION AND DISTRIBUTION**

1 Year/ 1 credit

Prerequisite: Introduction to Supply Chain and Logistics

This year long course covers concepts and skills related to planning and management of transportation and distributions activities affecting business operations. Students will learn essential knowledge for entry into careers in the transportation, distribution, and logistics fields.

## **FAMILY AND CONSUMER SCIENCE AND FCCLA**

### **FAMILY AND CONSUMER SCIENCE (9-10)**

1 year/1Academic Credit

Prerequisites: None

Family and Consumer Science is designed to provide students with the 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, money management.

## **LIFE SPAN DEVELOPMENT (10-12)**

1 Year/ 1 Academic Credit

Prerequisites: None

Life Span Development focuses on skills needed to guide the physical, intellectual, emotional, and social development of children. Emphasis is given to the study of children, pregnancy and prenatal development, birth and the newborn, types of growth and development, stages of growth and development, 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. Experiences are designed to assist students in developing an understanding of the parenting process and of parenting skills.

### **ADVANCED CHILD CARE GUIDANCE (11-12)**

1 Year/2 Periods/2 Academic Credits

Prerequisites: Family and Consumer Sciences and Life Span Development

This course is designed to provide students with information and experiences in the occupational field of child care guidance. Employment opportunities include child care and guidance, foster care, family day care, and teacher assistants. Emphasis in this course is given to employability, understanding the child care profession, child development, health and safety of children, guiding children's behavior, guiding special needs children, planning and management of a child care program and facility, and the effect of technology in child care guidance. Upon successful completion of this course, students will receive state certification as child care teacher, child care assistant, or child care aide. The level of certification depends on the number of Family and Consumer Science courses taken in the career pathway.

### **FOOD SAFETY AND NUTRITION (10-12)**

1 Year/1 Academic Credit

Prerequisites: Family and 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 nutrition, weight control, the food consumer, and the effect of technology on food and nutrition. With completion of this course, students will take the ServSafe National Restaurant Association Certifications for Food Handler and ServSafe Manager.

### **LIFE AND FITNESS NUTRITION (10-12)**

1 year/1 Academic Credit

Prerequisites: Family and Consumer Sciences and Food Safety and Nutrition

This course enables students to analyze the interaction of nutrition, foods, and fitness for overall wellness of individuals and families throughout the lifespan. In this course, students will develop nutrition and fitness habits to make wise decisions regarding healthy living and prevention of disease through these practices. This course is recommended for all students regardless of their career cluster or pathway, in order to build basic nutrition and wellness knowledge and skills, and is especially appropriate for students with interest in human services, wellness/fitness, health, or food and nutrition related career pathways.

## **JOURNALISM**

### **YEARBOOK I-IV (9-12)**

1 year/ 1 Academic Credit

Prerequisites: Advisor selection. Screening criteria includes student application, teacher recommendations, and interview. 3.0 GPA is recommended.

Communications and Publications is a basic journalism course designed to give students practical experience in journalistic writing and production as well as computer publishing technology. The staff is responsible for producing the yearbook.

### **MEDIA COMMUNICATIONS**

1 year/ 1 Academic Credit

Prerequisites: none

Newspaper staff members will produce the school news paper, Lion Press. Students will be involved with reporting, writing stories, editing, photography, and computer web layout. The paper is online at [www.searcyionpress.com](http://www.searcyionpress.com), and produced using Macintosh computers and publishing software called Word Press. Some after school duties will be required.

### **CREATIVE WRITING (11-12)**

1 year/.5 Academic Credit

Prerequisites: Advanced Ability in Writing

Creative Writing will emphasize the writing process and creative expression as well as the idea of the writing workshop, and in it students will read and write examples of both classic and contemporary poetry, short and long fiction, and nonfiction. Students will participate in a variety of research projects and presentations on past and present poets and writers, and they will present their own writing as well. Students will explore student and professional literary magazines, and because they will have produced a portfolio of work by the end of the year, they will learn the proper process of submitting their own writing to those magazines as well as various contests.

## **TV BROADCASTING**

### **TV BROADCASTING I (9-12)**

1 year/ 1 Academic Credit

Prerequisites: None

This introductory course provides an overview of the process involved in creating television programming. Students will learn how to research, plan, write scripts, use field cameras, and shoot short feature and/or news segments with the intention of creating spots for use on Channel 18 provided by White County Video. Students will be introduced to use of editing equipment and may have some opportunity to do limited editing.

### **TV BROADCASTING II (10-12)**

1 year/2 periods/2 Academic Credits

Prerequisites: Introduction to TV Production

Course content will focus on terminology, camera usage, editing, script writing, planning of productions, and all aspects of an actual television production including direction, producing, working as a member of the crew, and performing before the camera. Programs will be produced for telecast on Cable Channel 18, White County Video. Some off-campus filming assignments will be given and after school work may be required.

### **TV BROADCASTING III & IV (11-12)**

1 year/2 periods/2 Academic Credits

Prerequisites: TV Production I

This advanced television production course will be a continuation of TV Production I with more emphasis on perfecting skills in particular areas of production with a focus on script writing, planning, and producing a variety of actual television productions. Programs will be produced for telecast on Cable Channel 18, White County Video. Off Campus filming assignments will be given. Students will be expected to perform many assignments outside school hours.

## **CAREER RELATED**

### **EAST INITIATIVE I - V**

(Education Accelerated through Service & Technology)

EAST® is an educational program that combines self-direction, teamwork, service, and cutting-edge technology in a manner that helps students develop their own interests and aptitudes in a positive environment. At the core of the EAST program is a dedication to service. All students are encouraged, expected, and required to work in teams that tackle self-selected community service projects. In the context of these projects, EAST students often move beyond being merely volunteers and begin to assume roles of responsibility for solving local issues.

The EAST model allows students to take ownership of their own educational goals as well as the challenges of their communities and the responsibility for seeking solutions. Students move beyond the theoretical exploration of issues to active learning and service. This model empowers students

to become good citizens at a time in their lives when they are developing habits that will stay with them the rest of their lives. EAST teaches leadership in a natural way that does not focus necessarily on who is in charge as much as who has the skills, the passion, and the interest to solve the myriad problems.

Participating in EAST better prepares students for successful academic careers and makes them valued citizens and sought-after members of the modern workforce.

### **EAST LAB I (9-12)**

(Environmental And Spatial Technology)

1 Year/ 1 Academic Credit

Prerequisites: Application Process

### **EAST LAB II (10-12)**

(Environmental And Spatial Technology)

1 Year/ 1 Academic Credit

Prerequisites: EAST I

### **EAST LAB III (11-12)**

(Environmental And Spatial Technology)

1 Year/1 Academic Credit

Prerequisites: EAST II

### **EAST LAB IV (12)**

(Environmental And Spatial Technology)

1 Year/1 Academic Credit

Prerequisites: EAST III

### **COMPUTER SCIENCE 1**

1 Semester/.5 Academic Credit

Prerequisites: None

This course provides foundational understandings of concepts in computer science that are necessary for students to function in an ever-changing technological world. Students begin to explore, apply, and move toward mastery in skills and concepts related to Computational Thinking and Problem Solving; Data and Information; Algorithms and Programs; Computers and Communications; and Community, Global, and Ethical Impacts. Emphasis will be placed in programming/coding.

## **COMPUTER SCIENCE 2**

1 Semester/.5 Academic Credit

Prerequisites: Computer Science 1

Students will build upon concepts learned in CS 1 including problem-solving strategies; the connections between mathematics and computer science; manipulating data through the use of computing devices; creating, evaluating, and modifying algorithms; the utilization of computers; and appropriate uses of technology and its social and global impacts. Emphasis will be programming/coding.

## **COMPUTER SCIENCE 3**

1 Semester/.5 Academic Credit

Prerequisites: CS 2

Students will further develop strategies to solve problems of level-appropriate complexity. Data representation; abstraction and encapsulation; encryption; and error detection will be analyzed. Students will create programs of level-appropriate complexity. Emphasis will be programming/coding.

## **COMPUTER SCIENCE 4**

1 Semester/.5 Academic Credit

Prerequisites: CS 3

Students will analyze and interpret data through the use of computing devices. Complex problem-solving will be utilized to create models and simulations as predictors for probabilistic and/or real-world scenarios. Software project teams will explore various software lifecycle processes. Students will explore the ethical and moral implications encountered in managing and curating data. Emphasis will be programming/coding.

## **COLLEGE AND CAREER READINESS (11-12)**

1 Semester/.5 Academic Credit

Prerequisites: At least age 16 in order to take the ACT WorkKeys exam.

Students learn the important work skills needed to compete in today's ever changing workplace. Students participate in activities which explore their personalities, interests, goals, skills, and career aspirations. Students will be allowed to take the

ACT WorkKeys exam to acquire the Career Readiness Certificate signed by the Governor. This certificate documents the level of skills a student possesses in the areas of Applied Math, Graphic Literacy, and Workplace Documents, and increases opportunities available in today's workplace.

## **FOUNDATION OF TEACHING (10-12)**

1 Year/1 Academic Credit

Prerequisites: None

This course is designed to provide students with information and experiences in the field of education. Students become familiar with education throughout the history of the United States, as well as the organization and control of schools at the federal, state, and local level. Students will identify teacher rights and responsibilities through a detailed study of Arkansas Ethics for Educators Standards. Human growth and development, learning styles, and cognitive theories are emphasized. By the end of this course, students will be able to design, complete, and implement a unit lesson plan for a given grade level and subject area.

## **METHODS OF TEACHER INSTRUCTION (11-12)**

1 Year/1 Academic Credit

Prerequisite: Life Span Development and Foundations of Teaching

This course is 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. Upon completion of this course, a student should have a working knowledge of and employability skills for the education profession. The student will have the opportunity to obtain the paraprofessional certification.

## **INTERNSHIP PROGRAM (12)**

1 or 2 semesters/ up to 2 Academic Credits

Searcy High School believes that students who intend to begin careers immediately upon high school graduation or intend to complete post-

secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of the District's internship program include students sharpening soft-skills and learning new skills while in a workplace environment. The internship program provides intense, competency-based worksite immersion while linking the internship participants to current resources, information, and guidance from professionals.

Students enrolled in the Internship Program must attend classroom instruction once a week. Depending on the students' progress toward graduation requirements, students may be released 1-3 periods for work-based learning/training.

### **OFF-CAMPUS PROGRAMS**

All programs offered by ASU Regional Career Center do not discriminate on the basis of race, creed, color, sex, age, religion, material origin or disability.

**ALL STUDENTS MUST BE 16 YRS OLD AND IN 11<sup>TH</sup> GRADE TO TAKE ANY ASU-SEARCY CLASSES.**

*(Students are transported to ASU by SHS for the three period course (2 periods for instruction/1 period for travel). This course will provide the student 2 academic credits.)*

### **INDUSTRIAL TECHNOLOGY (11-12)**

1-Year/ 2 Academic Credits

This program prepares the individual to obtain marketable technical skills in a variety of areas. Students will be trained in the various technologies employed in a manufacturing plant as well as training the student in a number of different skills that will give students a foundation that can lead to careers in industry or maintenance of commercial and residential complexes.

### **HEATING, VENTILATION, & AIR CONDITIONING (11-12)**

1-year/2 Academic Credits

This program will focus on training students in installation and servicing of central air conditioning and a variety of refrigeration equipments. You will

be taught the skills needed to excel in the highly technical field of air conditioning as an HVAC technician. In this HVAC training program, the student will be taught to trouble-shoot and service many types of systems.

### **WELDING TECHNOLOGY (11-12)**

1 year/2 Academic Credits

Welding Technology degrees prepare students for entry-level positions in a wide range of industries. Industry jobs include aerospace, automobile manufacturing, shipbuilding or pipeline construction. Students can earn NCCER credentials recorded in a database accessible online by potential employers.

### **POWERSPORTS TECHNOLOGY (11-12)**

1 year/2 Academic Credits

This program is designed to train students to repair vehicles such as powerboats, motorcycles, ATVs, and outdoor power equipment. A growing interest in ATVs and motorcycles has resulted in an increased demand for professionals who can repair, maintain and service these power sports vehicles.

### **AUTOMOTIVE SERVICE TECHNOLOGY (11-12)**

1 year/2 Academic Credits

Automotive Technology focuses on training students like you to perform as highly skilled and respected technicians. You will gain the upper hand in employment pursuits through this formal and automotive knowledge in the maintenance and repair of automobiles and light trucks. This program provides training, in which you will practice the skills you learn in the classroom, hands-on out in the shop.

### **HEALTH INFORMATION TECHNOLOGY (11-12)**

1 year/2 Academic Credits

The field of health information management (medical records) is growing rapidly. The Health Information Assistant program provides students with knowledge of the duties and responsibilities of health information managers. Students are given the opportunity to develop the skills required for this

field. These skills include: International Classification of Diseases Tenth Revision and Procedure Classification System, Current Procedural Terminology (CPT) coding, insurance billing, records management, HIPAA regulations, and office management.

**COMPUTERIZED MACHINING  
TECHNOLOGY (11-12)**

1 year/2 Academic Credits

The program teaches the combination of CAD, CAD/CAM, and machining. Training focuses on working with manual and computer numerical control (CNC) machines to make tools, dies, molds, and other objects using high-tech milling and lathe equipment. Students also gain experience with laser engravers, CNC plasma machines, die presses, surface grinders 3D printers, and EDM machines.

**DISTANCE LEARNING**

See counselors. Courses vary from year to year.

**ADDITIONAL PROGRAMS**

**FOOTBALL, BASKETBALL,  
CHEERLEADING (9), CHEERLEADING  
(10-12), DANCE TEAM, BASEBALL, GOLF,  
SOCCER, SOFTBALL, TENNIS, TRACK,  
CROSS COUNTRY, WRESTLING,  
BOWLING, GIRLS VOLLEYBALL**

*0 Credit*

*Prerequisites : Try out*

## **GENERAL CAMPUS POLICIES**

### **6.7- PARENTAL CONCERNS**

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

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

1. Teacher, coach, or other staff member against whom the complaint is directed
2. Principal
3. Superintendent

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

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

### **DELIVERIES ON CAMPUS**

Students will not be allowed to receive deliveries of lunch, gifts, flowers, balloons, etc. on school property.

#### **Foreign Exchange Students**

We the faculty at Searcy High School support the foreign exchange program because it can be a valuable preparation for young people to take an active role in meeting, understanding, and communication with those of different national origins. Faculty and staff feel that the foreign exchange program should be designed to accomplish the following:

- to strengthen ties between each country and its participants.
- to develop long term friendships between the countries as well as the participants.
- to expand the participants' perspectives and awareness of other cultures, societies, history and politics.



- to bring the participants and the whole community as well as the high school into a meaningful exchange of culture and heritage.

Additional guidelines concerning Foreign Exchange Students are available upon request.

### **Voluntary Accident Insurance**

For parents wishing to purchase a secondary insurance for their child, forms will be handed out the first week of school along with information about the insurance.

### **Accident and Illness at School**

1. Accidents to students on the school grounds, or in a building, shall be reported immediately to the Principal and the school nurse shall be notified. The school nurse shall give only first aid treatment. In case of serious injury or illness, the parents are to be notified immediately. Students who are injured or become ill at school should be taken home, if an adult is there to receive them, or the parents should be notified and asked to check their child out of school. A written report shall be made to the superintendent's office on all accidents requiring medical care. The school assumes no financial responsibility for treatment.

### **Dances**

All organizations having dances sponsored by Searcy High School must follow these rules:

1. When a student comes into the dance he/she must remain inside the building. If he/she leaves, he/she may not return.
2. No alcoholic drinks or illegal drugs are permitted. Students who are suspected of being under the influence of drugs or alcohol will not be admitted.
3. Students who bring guests are responsible for their conduct.
4. Students may invite one (1) guest. The guest may be required to present an ID at the door.
5. Students must have guests approved in advance.
6. Students and guests who attend school-sponsored activities are accountable for their behavior as outlined by policies of the Searcy School District governing a regular school day.

### **Food & Drinks**

#### **FOR SECURITY REASONS, NO LUNCHESES MAY BE DELIVERED TO THE SCHOOL.**

Students may purchase from the cafeteria or bring their lunch from home. Vending machines are available for student use before school & at noon. Cold drinks and foodstuffs are to be consumed outside the school buildings or in the cafeteria at noon. Sack lunches may be stored in lockers; however, open cokes, candy, and other items not part of a sack lunch are not to be carried in the buildings. All cans, paper, etc. are to be placed in the trash receptacles.

**School Pictures for School Purposes** - Arrangements for taking school day pictures shall be done through the school district. No student shall be required to purchase any picture or to pay for having them made.

**Senior Pictures** All seniors will be responsible for having a senior portrait made at their own expense to be included in the yearbook and the class composite. The decision to select an official senior photographer will be made by a committee of yearbook faculty and the administration

## STUDENT POLICIES

### Transfers from Accredited Schools

The following procedures are used for students who transfer to Searcy High School from an accredited high school:

- a. Student classification will be judged by the rules given in the academic section of this handbook.
- b. Credits for graduation will be calculated as follows:
  1. Each semester letter grade will count as .5 credits. All letter grades will figure into a cumulative GPA.
  2. Numerical grades will be changed to letter grades by using the grading scale of the previous school.
  3. Courses given credit on a yearly basis will be divided into first and second semester letter grades. Example- If a previous school gave one full credit for a C / F; SHS will post the grades on the transcript as first semester C and second semester F. The failed semester must be retaken if it is a required course to earn full credit toward graduation.
  4. No credit will be given for a course that has already received credit.
  5. All F's, I's, and NC's will be included in the cumulative GPA.
  6. The cumulative GPA uses all semester letter grades from the 9-12 grades and is recalculated at the end of each semester.
- c. Students registering after the beginning of the school year will be placed in the same courses from the previous school. Credit will be lost for a course in which we cannot find a compatible course.
- d. Placement of students in special education classes will be made following an evaluation in accordance with **P.L. 94-142** and **Ark. Code Ann. 6-41-201**.

**Senior Transfer Students** must meet the following requirements to be eligible to participate in graduation ceremonies:

- a. Must be enrolled in school by the beginning of the last progress report period.
- b. Must have met Searcy High School graduation credit requirements.
- c. Must have met Searcy High School attendance requirements.
- d. Must have met new or re-enroll student residence requirements for Searcy High School
- e. Must have transferred in good standing (not suspended or expelled from former school).

### Transfers from Non-Accredited Schools

Students and their parents interested in home schooling or attending a non-accredited school need to be aware that:

- a. It is the sole responsibility of the school district to determine the method by which credits are earned in order to receive a high school diploma. There is no requirement that the school honor the credits from home schooling or non-accredited school experience.
- b. Some college scholarships are based on GPA. Students receiving —CR and not letter grades would not be eligible for these scholarships.

## **LIBRARY POLICIES**

A trained media specialist, who is a member of the regular faculty, is in charge of all phases of the library service and has full responsibility. Students are at the circulation desk during the school day to assist the media-specialist.

The book collection consists of non-fiction (classified according to the Dewey Decimal system), fiction, and reference works that include encyclopedias, dictionaries and miscellaneous reference materials. There are also two daily newspapers and a number of magazines that are recommended for high school libraries. Library materials are selected by the media-specialist, faculty, Principal, and students to fit the needs of the high school.

Except for reference or reserve works, any book may be checked out for a period of two weeks, and is subject to renewal. A fine of 5 cents is charged for each school day a book is overdue. This money is used in the purchase of library materials. In the event a book is lost or damaged beyond repair, full replacement price will be charged.

A maximum of three books may be checked out at any one time. If a student has overdue books or owes fines on books, he will not be allowed to check out other books until all obligations in the library are cleared. Students may not check out books for other students.

The library is open each morning at 7:45 AM, each day during both lunch periods and after school until 3:30 PM for students to use for research or to check out a book.

All students must have a pass from a teacher to use the library before school, at noon, or during school hours except when accompanied by a teacher. If a student returns to class before the end of the period, the media-specialist will sign his/her pass and he/she will return it to his/her teacher.

Library attendance during class periods should be limited to those who need to use reference materials, to locate reference material for special projects, and to those students who do not have a study hall.

All material except those designated as over-night, class reserves, and non-circulation are borrowed for a period of two school weeks. Encyclopedias and one-volume references are not to be taken from the library at any time.

Over-night material may be borrowed after school and returned before classes begin the following school day; however, in some cases, over-night materials may be circulated at the beginning of the last period if they are not in use by other students using the library that period.

Books and other materials may be reserved for certain classes or students at the request of the teachers and at the discretion of the media-specialist.

Non-circulation materials may be borrowed for one period with the media-specialist's permission. All materials should be returned to the charging desk on or before the date due.

## **Fines**

Fines are charged for all books returned late by students. Fines are assessed according to the following schedule:

1. Ten cents per day or two cents per period is charged for overdue books on over-night loan.
2. Five cents per school day is charged for overdue books on two-week loans. All fines are exclusive of Saturdays, Sundays, and school holidays. If any library material is lost or damaged beyond repair, full replacement of the material will be charged.

## **Copier**

The library has a copier for student use. Copies cost 20 cents per page, and copies must be made by the media-specialist or student aides. The library extends no credit for copies. The library reserves the right to refuse to copy anything that might be considered objectionable.

## **Library Computers**

The computers in the library are to be used for the card catalog, typing and saving schoolwork and other reference materials. They are not to be used to play games, and students may not bring diskettes, CD's or flash drives from home to use. Only one person at a time is allowed at each computer station. There is to be absolutely no food or drink around the computer. Students may print from the computers as long as it is schoolwork they are printing. The media-specialist reserves the right to decline printing for a student if he/she is not printing schoolwork. Students may lose their computer privileges if they play around the computers, visit with others at the computer stations, and show little regard for property and electronic equipment.

## **Conduct Rules**

1. Students are expected to be respectful of others when they come to the library.
2. Students who abuse library privilege will be asked to leave and will be restricted from using the library before school and at noon.
3. Students who are not using the library material to the best advantage, who are causing confusion, eating, and who are disturbing others, will not be permitted to remain in the library, but will be sent back to class.
4. Excessive talking, going through purses or billfolds, applying makeup or nail polish, playing cards, just sitting in the library with nothing to do in order to get out of study hall or a class, and misusing or abusing the technical equipment are not appropriate activities for the library and may result in a student losing library privileges for up to nine weeks.
5. If students deface or take the magazines and newspapers from the library, all subscriptions will be stopped, and students will no longer have access to them.

## **Library Usage During Study Hall**

Students who are enrolled in study hall may use the library during their study hall time. However, the study hall teacher may require a pass from a teacher for the student to go to the library. There will be times the library will be reserved resulting in either no students or a limited number who may come from study hall.

A student must be checking out materials, returning materials, or working on school assignments in order to stay in the library during study hall. If reference or computer materials are needed, the student may come to the library. Any library sources that are taken out of the library must be checked out

## CAFETERIA POLICIES

A.C.A. § 20-7-135 (2011): Nutrition Standards & “Healthy School Environment” Regulations Effective August 2005

1. During the declared school day, at junior high and high school sites, schools shall not serve, provide access to, through direct or indirect sales, or use as a reward, any foods or beverages to students anywhere on school premises until 30 minutes after the last lunch period has ended. This includes foods given, sold, or provided by school administrators or staff, students or student groups, parents or parent groups, or any person, company, or organization associated with the school site.
  - This policy does not restrict what parents may provide for *their own child's* consumption, but they may not provide restricted items to other children at school.
  - This policy does not apply to school nurses using soft drinks/candy, etc., during the course of providing health care to individual students.
  - This policy does not apply to special needs students whose I.E.P. plan indicates the use of foods/candy for behavior modification.
  - Foods integrated as a vital part of the instructional program are allowed at any time. Examples include an edible manipulative such as a square of cheese to teach fractions, a nutrition food experience, food production in family and consumer science units, and food science units.
  - Nothing in these rules shall be construed to prohibit or limit the sale or distribution of any food or beverage item through fund raisers by students, teachers, or other groups when the items are sold off the school campus. Of course, non-food fund raisers are encouraged.
2. In junior high and high schools, the Child Nutrition Program may only sell food items in the cafeteria, during meal periods, that are already offered as a component of a reimbursable meal during the school year or other food/beverage items that meet standards of maximum portion size (a chart and nutrition standards for a la carte ems will be provided annually by the Arkansas Child Health Advisory Committee.

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Password:  
[www.MyPaymentsPlus.com](http://www.MyPaymentsPlus.com)



# FREQUENTLY ASKED QUESTIONS ABOUT FREE AND REDUCED PRICE SCHOOL MEALS

Dear Parent/Guardian:

Children need healthy meals to learn. **The Searcy Special School District** offers healthy meals every school day. Breakfast costs **\$1.25** for all grades; lunch costs **\$2.10 for K-6 grades and \$2.35 for 7-12<sup>th</sup> grades**. **Your children may qualify for free meals or for reduced price meals.** Reduced price is **\$.30** for breakfast and **\$.40** for lunch. This packet includes an application for free or reduced price meal benefits, and a set of detailed instructions. Below are some common questions and answers to help you with the application process.

1. WHO CAN GET FREE OR REDUCED PRICE MEALS?

- All children in households receiving benefits from **Supplemental Nutrition Assistance Program (SNAP)**, are eligible for free meals.
- **Foster children that are under the legal responsibility of a foster care agency or court are eligible for free meals.**
- **Children participating in their school's Head Start program are eligible for free meals.**
- Children who meet the definition of homeless, runaway, or migrant are eligible for free meals.
- Children may receive free or reduced price meals if your household's income is within the limits on the Federal Income Eligibility Guidelines. Your children may qualify for free or reduced price meals if your household income falls at or below the limits on this chart.

FEDERAL ELIGIBILITY INCOME CHART For School Year 2020-2021			
Household size	Yearly	Monthly	Weekly
1	23,606	1,968	454
2	31,894	2,658	614
3	40,182	3,349	773
4	48,470	4,040	933
5	56,758	4,730	1,092
7	73,334	6,112	1,411
8	81,622	6,802	1,570
Each additional person:	8,288	691	160

2. HOW DO I KNOW IF MY CHILDREN QUALIFY AS HOMELESS, MIGRANT, OR RUNAWAY? Do the members of your household lack a permanent address? Are you staying together in a shelter, hotel, or other temporary housing arrangement? Does your family relocate on a seasonal basis? Are any children living with you who have chosen to leave their prior family or household? If you believe children in your household meet these descriptions and haven't been told your children will get free meals, please call your child's school and ask to speak to the Guidance Counselor.
3. DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD? No. *Use one Free and Reduced Price School Meals Application for all students in your household.* We cannot approve an application that is not complete, so be sure to fill out all required information. Return the completed application to the office at your child's school.
4. SHOULD I FILL OUT AN APPLICATION IF I RECEIVED A LETTER THIS SCHOOL YEAR SAYING MY CHILDREN ARE ALREADY APPROVED FOR FREE MEALS? No, but please read the letter you got carefully and follow the instructions. If any children in your household were missing from your eligibility notification, contact **Charlotte Davis at (501) 268-3517 or [cdavis@searcyschools.org](mailto:cdavis@searcyschools.org)** immediately.
5. CAN I APPLY ONLINE? Yes! You are encouraged to complete an online application instead of a paper application if you are able. The online application has the same requirements and will ask you for the same information as the paper application. Visit <https://frapps.horizonsolana.com/SEAP01> to begin or to learn more about the online application process. Contact **Charlotte Davis at (501) 268-3517 or [cdavis@searcyschools.org](mailto:cdavis@searcyschools.org)** if you have any questions about the online application.



6. MY CHILD'S APPLICATION WAS APPROVED LAST YEAR. DO I NEED TO FILL OUT A NEW ONE? Yes. Your child's application is only good for that school year and for the first few days of this school year, through **September 24, 2020**. You must send in a new application unless the school told you that your child is eligible for the new school year. If you do not send in a new application that is approved by the school or you have not been notified that your child is eligible for free meals, your child will be charged the full price for meals.
7. I GET WIC. CAN MY CHILDREN GET FREE MEALS? Children in households participating in WIC may be eligible for free or reduced price meals. Please send in an application.
8. WILL THE INFORMATION I GIVE BE CHECKED? Yes. We may also ask you to send written proof of the household income you report.
9. IF I DON'T QUALIFY NOW, MAY I APPLY LATER? Yes, you may apply at any time during the school year. For example, children with a parent or guardian who becomes unemployed may become eligible for free and reduced price meals if the household income drops below the income limit.
10. WHAT IF I DISAGREE WITH THE SCHOOL'S DECISION ABOUT MY APPLICATION? You should talk to school officials. Contact **Charlotte Davis, District Child Nutrition Director at (501) 268-3517 or [cdavis@searcyschools.org](mailto:cdavis@searcyschools.org)**. You may also ask for hearing by calling or writing to **Diane Barrett, Superintendent, (501) 268-3517, Searcy Public Schools, 801 North Elm Street, Searcy, AR 72143**.
11. MAY I APPLY IF SOMEONE IN MY HOUSEHOLD IS NOT A U.S. CITIZEN? Yes. You, your children, or other household members do not have to be U.S. citizens to apply for free or reduced price meals.
12. WHAT IF MY INCOME IS NOT ALWAYS THE SAME? List the amount that you normally receive. For example, if you normally make \$1000 each month, but you missed some work last month and only made \$900, put down that you made \$1000 per month. If you normally get overtime, include it, but do not include it if you only work overtime sometimes. If you have lost a job or had your hours or wages reduced, use your current income.
13. WHAT IF SOME HOUSEHOLD MEMBERS HAVE NO INCOME TO REPORT? Household members may not receive some types of income we ask you to report on the application, or may not receive income at all. Whenever this happens, please write a 0 in the field. However, if any income fields are left empty or blank, those will also be counted as zeroes. Please be careful when leaving income fields blank, as we will assume you meant to do so.
14. WE ARE IN THE MILITARY. DO WE REPORT OUR INCOME DIFFERENTLY? Your basic pay and cash bonuses must be reported as income. If you get any cash value allowances for off-base housing, food, or clothing, it must also be included as income. However, if your housing is part of the Military Housing Privatization Initiative, do not include your housing allowance as income. Any additional combat pay resulting from deployment is also excluded from income.
15. WHAT IF THERE ISN'T ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY? List any additional household members on a separate piece of paper, and attach it to your application. Contact **Charlotte Davis at (501) 268-3517 or [cdavis@searcyschools.org](mailto:cdavis@searcyschools.org)** to receive a second application.
16. MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR? To find out how to apply for **Supplemental Nutrition Assistance Program (SNAP)**, contact your local assistance office or call **501-682-8276**.

If you have other questions or need help, call (501) 268-3517.

Sincerely,



Charlotte Davis, RD, LD, SNS  
District Child Nutrition Director



## HOW TO APPLY FOR FREE AND REDUCED PRICE SCHOOL MEALS

Please use these instructions to help you fill out the application for free or reduced price school meals. You only need to submit one application per household, even if your children attend more than one school in the Searcy Special School District. The application must be filled out completely to certify your children for free or reduced price school meals. Please follow these instructions in order! Each step of the instructions is the same as the steps on your application. If at any time you are not sure what to do next, please contact **Charlotte Davis, District Child Nutrition Director**, at **(501) 268-3517** or **cdavis@searcyschools.org**.

**PLEASE USE A PEN (NOT A PENCIL) WHEN FILLING OUT THE APPLICATION AND DO YOUR BEST TO PRINT CLEARLY.**

<b>STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, AND STUDENTS UP TO AND INCLUDING GRADE 12</b>			
<p>Tell us how many infants, children, and school students live in your household. They do NOT have to be related to you to be a part of your household.</p> <p><b>Who should I list here?</b> When filling out this section, please include ALL members in your household who are:</p> <ul style="list-style-type: none"> <li>• Children age 18 or under AND are supported with the household's income;</li> <li>• In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth;</li> <li>• Students attending <b>Searcy Public Schools</b>, regardless of age.</li> </ul>			
<p><b>A) List each child's name.</b> Print each child's name. Use one line of the application for each child. When printing names, write one letter in each box. Stop if you run out of space. If there are more children present than lines on the application, attach a second piece of paper with all required information for the additional children.</p>	<p><b>B) Is the child a student at Searcy Public Schools?</b> Mark 'Yes' or 'No' under the column titled "Student" to tell us which children attend Searcy Public Schools. If you marked 'Yes,' write the grade level of the student in the 'Grade' column to the right.</p>	<p><b>C) Do you have any foster children?</b> If any children listed are foster children, mark the "Foster Child" box next to the child's name. If you are ONLY applying for foster children, after finishing <b>STEP 1</b>, go to <b>STEP 4</b>. Foster children who live with you may count as members of your household and should be listed on your application. If you are applying for both foster and non-foster children, go to step 3.</p>	<p><b>D) Are any children homeless, migrant, or runaway?</b> If you believe any child listed in this section meets this description, mark the "Homeless, Migrant, Runaway" box next to the child's name and complete all steps of the application.</p>
<b>STEP 2: DO ANY HOUSEHOLD MEMBERS CURRENTLY PARTICIPATE IN SNAP (Supplemental Nutrition Assistance Program)?</b>			
<p>If anyone in your household (including you) currently participates in one or more of the assistance programs listed below, your children are eligible for free school meals:</p> <ul style="list-style-type: none"> <li>• The Supplemental Nutrition Assistance Program (SNAP).</li> </ul>			
<p><b>A) If no one in your household participates SNAP:</b></p> <ul style="list-style-type: none"> <li>• Leave <b>STEP 2</b> blank and go to <b>STEP 3</b>.</li> </ul>	<p><b>B) If anyone in your household participates in any of the above listed programs:</b></p> <ul style="list-style-type: none"> <li>• Write a case number or identified for SNAP. You only need to provide one case number. If you participate in SNAP and do not know your case number or identified, contact: White County D.H.H. at (501) 268-8696.</li> <li>• Go to <b>STEP 4</b>.</li> </ul>		
<b>STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS</b>			
<p><b>How do I report my income?</b></p> <ul style="list-style-type: none"> <li>• Use the charts titled "<u>Sources of Income for Adults</u>" and "<u>Sources of Income for Children</u>," printed on the back side of the application form to determine if your household has income to report.</li> <li>• Report all amounts in GROSS INCOME ONLY. Report all income in whole dollars. Do not include cents.             <ul style="list-style-type: none"> <li>○ Gross income is the total income received before taxes</li> <li>○ Many people think of income as the amount they "take home" and not the total, "gross" amount. Make sure that the income you report on this application has NOT been reduced to pay for taxes, insurance premiums, or any other amounts taken from your pay.</li> </ul> </li> <li>• Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will also be counted as a zero. If you write '0' or leave any fields blank, you are</li> </ul>			



certifying (promising) that there is no income to report. If local officials suspect that your household income was reported incorrectly, your application will be investigated.

- Mark how often each type of income is received using the check boxes to the right of each field.

### 3.A. REPORT INCOME EARNED BY CHILDREN

**A) Report all income earned or received by children.** Report the combined gross income for ALL children listed in STEP 1 in your household in the box marked "Child Income." Only count foster children's income if you are applying for them together with the rest of your household.

*What is Child Income?* Child income is money received from outside your household that is paid DIRECTLY to your children. Many households do not have any child income.

### 3.B REPORT INCOME EARNED BY ADULTS

Who should I list here?

- When filling out this section, please include ALL adult members in your household who are living with you and share income and expenses, even if they are not related and even if they do not receive income of their own.

• **Do NOT include:**

- People who live with you but are not supported by your household's income AND do not contribute income to your household.
- Infants, Children and students already listed in **STEP 1.**

**B) List adult household members' names.** Print the name of each household member in the boxes marked "Names of Adult Household Members (First and Last)." Do not list any household members you listed in **STEP 1.** If a child listed in **STEP 1** has income, follow the instructions in **STEP 3, part A.**

**C) Report earnings from work.** Report all income from work in the "Earnings from Work" field on the application. This is usually the money received from working at jobs. If you are a self-employed business or farm owner, you will report your net income.

**What if I am self-employed?** Report income from that work as a net amount. This is calculated by subtracting the total operating expenses of your business from its gross receipts or revenue.

**F) Report total household size.** Enter the total number of household members in the field "Total Household Members (Children and Adults)." This number **MUST** be equal to the number of household members listed in **STEP 1** and **STEP 3.** If there are any members of your household that you have not listed on the application, go back and add them. It is very important to list all household members, as the size of your household affects your eligibility for free and reduced price meals.

**E) Report income from pensions/retirement/all other income.** Report all income that applies in the "Pensions/Retirement/ All Other Income" field on the application.

**D) Report income from public assistance/child support/alimony.** Report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. Do not report the cash value of any public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only report court-ordered payments. Informal but regular payments should be reported as "other" income in the next part.

**G) Provide the last four digits of your Social Security Number.** An adult household member must enter the last four digits of their Social Security Number in the space provided. You are eligible to apply for benefits even if you do not have a Social Security Number. If no adult household members have a Social Security Number, leave this space blank and mark the box to the right labeled "Check if no SSN."

## STEP 4: CONTACT INFORMATION AND ADULT SIGNATURE

*All applications must be signed by an adult member of the household. By signing the application, that household member is promising that all information has been truthfully and completely reported. Before completing this section, please also make sure you have read the privacy and civil rights statements on the back of the application.*

**A) Provide your contact information.** Write your current address in the fields provided if this information is available. If you have no permanent address, this does not make your children ineligible for free or reduced price school meals. Sharing a phone number, email address, or both is optional, but helps us reach you quickly if we need to contact you.

**B) Print and sign your name.** Print the name of the adult signing the application and that person signs in the box "Signature of adult."

**C) Write today's date.** In the space provided, write today's date in the box.

**D) Share children's racial and ethnic identities (optional).** On the back of the application, we ask you to share information about your children's race and ethnicity. This field is optional and does not affect your children's eligibility for free or reduced price school meals.



# 2020-2021 Household Application for Free and Reduced Price School Meals

Complete one application per household. Please use a pen (not a pencil)

**STEP 1** List ALL Household Members who are infants, children, and students up to and including grade 12 (if more spaces are required for additional names, attach another sheet of paper)

Child's First Name	MI	Child's Last Name	Name of School	Grade	Student? Yes No	Foster Child	Homeless, Migrant, Runaway

Check all that apply

**Definition of Household Member:** "Anyone who is living with you and shares income and expenses, even if not related."

Children in Foster care and children who meet the definition of Homeless, Migrant or Runaway are eligible for free meals. Read How to Apply for Free and Reduced Price

**STEP 2** Do any Household Members (including you) currently participate in the following assistance program: Supplemental Nutrition Assistance Program (SNAP)?

If NO > Go to STEP 3. If YES > Write a case number or identifier here then go to STEP 4. (Do not complete STEP 3) Write only one case number or identifier. **Case Number or Identifier:** \_\_\_\_\_

**STEP 3** Report Income for ALL Household Members (Skip this step if you answered 'Yes' to STEP 2)

**A. Child Income**  
Sometimes children in the household earn or receive income. Please include the TOTAL income received by all Household Members listed in STEP 1 here.

Child income \$ \_\_\_\_\_

How often?  
Weekly Bi-Weekly 2x Month Monthly  
○ ○ ○ ○

**B. All Adult Household Members (including yourself)**  
List all Household Members not listed in STEP 1 (including yourself) even if they do not receive income. For each Household Member listed, if they do not receive income, report total gross income (before taxes) for each source in whole dollars (no cents) only. If they do not receive income from any source, write '0'. If you enter '0' or leave any fields blank, you are certifying (promising) that there is no income to report.

Name of Adult Household Members (First and Last)	Earnings from Work	Public Assistance / Child Support/Alimony	Pensions/Retirement/ All Other Income
	\$ _____	\$ _____	\$ _____
	\$ _____	\$ _____	\$ _____
	\$ _____	\$ _____	\$ _____
	\$ _____	\$ _____	\$ _____
	\$ _____	\$ _____	\$ _____

How often? Weekly Bi-Weekly 2x Month Monthly  
○ ○ ○ ○

How often? Weekly Bi-Weekly 2x Month Monthly  
○ ○ ○ ○

How often? Weekly Bi-Weekly 2x Month Monthly  
○ ○ ○ ○

How often? Weekly Bi-Weekly 2x Month Monthly  
○ ○ ○ ○

How often? Weekly Bi-Weekly 2x Month Monthly  
○ ○ ○ ○

Total Household Members (Children and Adults) \_\_\_\_\_

Last Four Digits of Social Security Number (SSN) of Primary Wage Earner or Other Adult Household Member  
X X X X

Check if no SSN.

**Disclosure (Optional)**  I do not want school officials to share information from my free and reduced price meal application with Medicaid or the State Children's Health Insurance Program (ArKids 1<sup>st</sup>).

**STEP 4** Contact information and adult signature

I certify (promise) that all information on this application is true and that all income is reported. I understand that this information is given in connection with the receipt of Federal funds, and that school officials may verify (check) the information. I am aware that if I purposely give false information, my children may lose meal benefits, and I may be prosecuted under applicable State and Federal laws.\*

Street Address (if available) \_\_\_\_\_ Apt. # \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_ Daytime Phone and Email (Optional) \_\_\_\_\_

Printed name of the adult signing the form \_\_\_\_\_ Signature of adult \_\_\_\_\_ Today's date \_\_\_\_\_

INSTRUCTIONS Sources of Income	
Sources of Income for Children	
Source of Child Income	Example (s)
Earnings from work	A child has a regular full or part-time job where they earn a regular salary or wages.
Social Security	A child is blind or disabled and receives social security benefits.
<ul style="list-style-type: none"> <li>Disability Payments</li> <li>Survivor's Benefits</li> </ul>	A parent is disabled, retired, or deceased, and their child receives Social Security benefits.
Income from person outside the household	A friend or extended family member regularly give a child spending money.
Income from any other source	A child receives regular income from a private pension fund, annuity, or trust.

Sources of Income for Adults		
Earnings from Work	Public Assistance/Alimony/Child Support	Pensions/Retirement/ All Other Income
<ul style="list-style-type: none"> <li>Salary, wages, cash bonuses</li> <li>Net income from self-employment (farm or business) if you are in the U.S. Military:</li> <li>Basic pay and cash bonuses (do not include combat pay, FSSA or privatized housing allowances)</li> <li>Allowances for off-base housing, food and clothing</li> </ul>	<ul style="list-style-type: none"> <li>Unemployment benefits</li> <li>Worker's compensation</li> <li>Supplemental Security Income (SSI)</li> <li>Cash assistance from state or local government</li> <li>Alimony payments</li> <li>Child support payments</li> <li>Veteran's benefits</li> <li>Strike benefits</li> </ul>	<ul style="list-style-type: none"> <li>Social Security (including railroad retirement and black lung benefits)</li> <li>Private pensions or disability benefits</li> <li>Regular income from trusts or estates</li> <li>Annuities</li> <li>Investment income</li> <li>Earned interest</li> <li>Rental income</li> <li>Regular cash payments from outside household</li> </ul>

**OPTIONAL** Children's Racial and Ethnic Identities

We are required to ask for information about your children's race and ethnicity. This information is important and helps to make sure we are fully serving our community. Responding to this section is optional and does not affect your children's eligibility for free or reduced price meals.

Ethnicity (check one):  Hispanic or Latino  Not Hispanic or Latino  
 Race (check one or more):  American Indian or Alaskan Native  Asian  Black or African American  Native Hawaiian or Other Pacific Islander  White

The Richard B. Russell National School Lunch Act requires the information on this application. You do not have to give the information, but if you do not submit all needed information, we cannot approve your child for free or reduced price meals. You must include the last four digits of the social security number of the primary wage earner or other adult household member who signs the application. The social security number is not required when you apply on behalf of a foster child or you list a Supplemental Nutrition Assistance Program (SNAP) case number or other SNAP identifier for your child or when you indicate that the adult household member signing the application does not have a social security number. We will use your information to determine if your child is eligible for free or reduced price meals, and for administration and enforcement of the lunch and breakfast programs. We may share your eligibility information with education, health, and nutrition programs to help them evaluate, fund, or determine benefits for their programs, auditors for program reviews, and law enforcement officials to help them look into violations of program rules.

In accordance with Federal Law and the U.S. Department of Agriculture (USDA) civil rights regulations and policies, this institution is prohibited from discriminating on the basis of race, color, national origin, sex, age, disability, and reprisal or retaliation for prior civil rights activity. (Not all prohibited bases apply to all programs.)

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g., Braille, large print, audiotope, and American Sign Language) should contact the responsible State or local Agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or contact USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online, at <https://www.ascr.usda.gov/sites/default/files/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17f-ax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to the USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

mail: U.S. Department of Agriculture  
 Office of the Assistant Secretary for Civil Rights  
 1400 Independence Avenue, SW  
 Washington, D.C. 20250-9410  
 fax: (833) 256-1665 or (202) 690-7442;  
 email: [program.intake@usda.gov](mailto:program.intake@usda.gov).  
 This institution is an equal opportunity provider.

**Do not fill out** For School Use Only

**School use only**

Total Income: \_\_\_\_\_ Annual Income Conversion: **show calculations**  
 Weekly \_\_\_\_\_ X 52= \_\_\_\_\_  
 2x/month \_\_\_\_\_ X 24= \_\_\_\_\_  
 Every 2 wks \_\_\_\_\_ X 26= \_\_\_\_\_  
 Monthly \_\_\_\_\_ X 12= \_\_\_\_\_  
 Annual \_\_\_\_\_ X 1= \_\_\_\_\_

Per:  Week  Every 2 Weeks  Twice a Month  Month  Year

Household Size: \_\_\_\_\_ SNAP: \_\_\_\_\_ Categorically Eligible: \_\_\_\_\_ Date Withdrawn: \_\_\_\_\_

Eligibility:  Free  Reduced  Denied  
 Reason for denial: \_\_\_\_\_

Determining Official's Signature: \_\_\_\_\_ Determination Date: \_\_\_\_\_ 2020 - 2021

**Right to Deny Information Form  
Searcy High School**

RETURN TO GUIDANCE OFFICE WITH IN 10 DAYS FROM THE START OF SCHOOL

Please complete the following if you do **NOT** consent to the release of your child's information, name, address, and telephone number, to military recruiters and/or institutions of higher education that request this information.

Student's Name \_\_\_\_\_

Present Grade \_\_\_\_\_

I am requesting that my child's name, address, and telephone number **NOT** be shared with:

\_\_\_\_\_ Military Recruiters

\_\_\_\_\_ Institutions of High Education

\_\_\_\_\_ Other \_\_\_\_\_

This request is for my child's entire school career unless otherwise notified.

\_\_\_\_\_  
Parent / Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Phone





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**2020-2021**

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# *Searcy High School Alma Mater*

*Hail to Alma Mater, hail;  
Hail, hail to the red and black,  
Cheer for Searcy High School, cheer  
Where fine spirit does not lack.*

*Hail to memories so dear,  
Fondly do we now look back,  
Searcy High, march on, march on,  
Searcy High, march on.*