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.
Dear Parents and Students,

We are excited to begin a new school year and have you as a partner/participant in it. As the year progresses, you may have questions that come to mind about what the procedure or protocol is for certain events or why things are done in a certain manner. This handbook is to help you better understand the things that go on in your school. It explains the important concepts you will find taking place in school. Please read the handbook carefully with your child to make sure you both understand our schools’ rules and regulations as well as the areas of study we will be involved in.

At the front of this handbook, just behind this handbook receipt letter, you will find several additional pages on colored paper that are perforated along the bound edge for easy removal from the rest of the handbook. This handbook receipt letter needs to be removed, along with the media release notification form signed by you and your child and returned to your child’s school tomorrow. This form assures us of having the most up-to-date information possible for each child each school year.

Also in the perforated, colored pages are information and free/reduced meal applications that are available to all who qualify and would like to apply for this service. Finally, in the colored, removable page section is the school district calendar for this school year. This page is for your information to aid in planning for and keeping up with district calendar events, vacations, etc. during the school year.

Again, we are excited to be a part of your child’s education this year. We look forward to a strong, productive school year for all our students. Thank you for sharing your child with us.

Sincerely,

Claude Smith
Principal

NOTICE! Please pay special attention to Attendance Policy and Dress Code Policy.
NOTICE! A Student Accident Insurance envelope will be available to your student upon their request.

A PARENT/GUARDIAN AND STUDENT MUST SIGN THIS FORM. PLEASE RETURN THIS FORM TO SECOND PERIOD TEACHERS BEFORE AUGUST 19th

We have received the Searcy High School Student Handbook and our signatures verify the following:  a) Receipt of the Parent-Student Handbook, including student discipline Policies; b) Permission for a child to access computer services.

_________________________________________  ____________________________________________
STUDENT SIGNATURE  PARENT/GUARDIAN SIGNATURE

INFORMATION FOR EMERGENCIES

<table>
<thead>
<tr>
<th>Birthdate:</th>
<th>Tylenol: Yes</th>
<th>No</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>EMERGENCY CONTACT:</th>
<th>PHONE:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ALLERGIES?</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>DOCTOR PREFERENCE:</th>
<th>HOSPITAL PREFERENCE</th>
</tr>
</thead>
</table>

In case of emergency, I give my consent for the school to secure treatment from the doctor of my choice, and to share medical information on a “need-to-know” basis.

_________________________________________  ____________________________________________
PARENT/GUARDIAN SIGNATURE
Searcy Public Schools Health History Form

Please complete BOTH SIDES of this form

Student’s Last Name | First | Middle | Birthdate | Grade
--- | --- | --- | --- | ---

Parent Name(s) | Address | City/Zip Code
--- | --- | ---

Home Phone | Cell phone | Work phone
--- | --- | ---

Doctor | Phone # | Dentist | Phone #
--- | --- | --- | ---

PERSON(S) TO BE NOTIFIED OF EMERGENCY OR ILLNESS IF PARENT/GUARDIAN CANNOT BE REACHED

<table>
<thead>
<tr>
<th>NAME</th>
<th>RELATION</th>
<th>HOME PHONE #</th>
<th>CELL PHONE #</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

☐ I request that my child be given the following NON-PRESCRIPTION medications, Acetaminophen (Tylenol), Tums, & topical (triple antibiotic & hydrocortisone). I understand that the school nurse (or trained staff) will determine if the medication is needed, and will administer the age/weight appropriate dose. Generic forms of the medications may be used. I understand that unexpected adverse reactions may occur from any medication, and hereby release the Searcy School District and its employees from any liability related to such unexpected reactions.

*As a general rule these medications are not given before 10:00 a.m. or after 2:00 p.m. to reduce the possibility of over-medicating any student.

All over-the-counter (OTC) non-prescription medications are available to students on a limited basis. Students who require frequent doses of these OTC meds must bring their own supply, and a parent must come in to discuss the use of OTC medications.

Benadryl is given ONLY in cases of acute allergic reactions – no other OTC allergy medications are provided by the school.

☐ DO NOT GIVE MY CHILD ANY OVER-THE-COUNTER (OTC) MEDICATIONS AT SCHOOL.

In the event of a medical emergency and an ambulance is called, EMS will determine the appropriate care.

INSURANCE
☐ Private Insurance ___________________________ Policy # __________________ Phone # __________________
☐ AR Kids / Medicaid # _______________________
☐ No insurance

With parental consent, the school district can seek federal Medicaid reimbursement for the cost of the health services the school district provides to children who are eligible for Medicaid. In order to seek the federal Medicaid funds for reimbursement, the school district must disclose information from your child’s education records to Medicaid and Medicaid billing agencies.

In compliance with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99)

I, __________________________, give permission for my child, __________________________’s (Parent/Guardian Name) (First and Last Name) personally identifiable information/student education records to be disclosed to __________________________ (Name of Third Party) for the purpose of billing Medicaid and/or private insurance.

Printed name of Parent/Guardian __________________________ Parent/Guardian Signature __________________________ Date Sign __________________________
# Health History

**Student Name:__________________________________________________________________________________________**

*Please check “Yes” or “No” on all health concerns. If you answer “yes”, please answer the questions associated with that health concern.*

*{Please ask your doctor to provide written orders for management of this medical condition at school.}*

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
<th>Health Concern</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>ADD/ADHD*</td>
<td>Medication required? ______ Name of Medication: ____________________________ Given at school? ______ Doctor’s name/Phone:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>ALLERGIC REACTION</td>
<td>To what? ____________________________ Hives/Rash? Yes ______ No ______ Breathing difficulty? Yes ______ No ______ Other? ____________________________ Has EpiPen? Yes ______ No ______ Where is EpiPen kept? Nurse’s Office ______ Carries own ______ Doctor’s Name/Phone:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DEPRESSION</td>
<td>Medication required? Yes ______ No ______ Given at school? Yes ______ No ______ Name of medication:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>DIABETES*</td>
<td>Type I ______ Type II ______ Medications? Oral ______ Injection ______ Pump ______ Doctor’s Name/Phone:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>EAR PROBLEMS</td>
<td>Frequent infections? Past ______ Present ______ Tubes? Past ______ Present ______ Permanent hearing loss? ______ Hearing Aid?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HEART PROBLEMS*</td>
<td>Diagnosis: ____________________________ Physical restrictions? Yes ______ No ______ Medications? Yes ______ No ______ At Home? ______ At school? ______ Name of medication:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>HYPERTENSION</td>
<td>Medication required? Yes ______ No ______ What time is medication given? ____________________________ Name of medication:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FREQUENT HEADACHES</td>
<td>Frequency? ____________________________ Known Triggers: ____________________________ Best Treatment?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MIGRAINE HEADACHES*</td>
<td>Frequency of seizures? ______ Date of last seizure? ____________________________ Name of medication:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>SEIZURE DISORDER*</td>
<td>Wears glasses? ______ Contacts? ______ Reading only? ______ All the time? ______ Date of last exam? ____________________________ Doctor’s Name/Phone:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>VISION</td>
<td>Wears glasses? ______ Contacts? ______ Reading only? ______ All the time? ______</td>
</tr>
<tr>
<td></td>
<td></td>
<td>OTHER HEALTH CONCERNS?*</td>
<td>Diagnosis: ____________________________ Medications: ____________________________ Doctor’s name/phone:</td>
</tr>
</tbody>
</table>

*(Cystic Fibrosis, Celiac Disease, Hemophilia, etc.)
Media Release Notification
2015-2016 School Year

Printed student’s name_____________________

I hereby grant permission to the Searcy School District to display the photograph or video clip of me/my student (if the student is under the age of eighteen {18}) on the district’s web site, including any page of the site, or in other district publications which include, but are not limited to, yearbooks and fine arts/sport programs, without further notice. Additionally, I allow my child to be photographed by local media outlets who feature the Searcy School District in their publications. I also grant the Searcy School District the right to edit the photograph or video clip at its discretion.

These programs/presentations are the exclusive property of Searcy Public Schools and do not entitle a parent or child compensation or remuneration for individual participation.

The student’s name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the district has no control over how the photograph or video clip is used or misused by persons with computers accessing the district’s web site.

Please only return this form if you DO NOT GIVE PERMISSION for your child to be photographed for publication.

_____No, I do not give my permission

___________________________________  _____________________________________  __________
Parent Printed Name                  Parent Signature                           Date
SEARCY SPECIAL SCHOOL DISTRICT
USER AND PARENT AGREEMENT
(to be signed by all adult users and student users)

I have read, understand, and will abide by the Acceptable Use Policy located within this handbook when using computer and other electronic resources owned, leased, or operated by the Searcy Special School District. I further understand that any violation of the regulations is unethical and may constitute a criminal offense. Should I commit any violation, my access privileges may be revoked, school disciplinary action may be taken, and/or appropriate legal action may be initiated.

___________________________________________________________
Student User Name (Please print)

___________________________________________________________
Student User Signature

Parent Agreement (to be signed by parents of all student users under the age of eighteen)

As parent or guardian of [please print name of student] __________________________, I have read the Acceptable Use Policy. I understand that this access is designed for educational purposes. Searcy Special School District has taken reasonable steps to control access to the Internet but cannot guarantee that all controversial information will be inaccessible to student users. I agree that I will not hold the Searcy Special School District responsible for materials acquired on the network. Further, I accept full responsibility for supervision if and when my child's use is not in a school setting. I hereby give permission for my child to use network resources, including the Internet, that are available through Searcy Special School District.

___________________________________________________________
Parent Name (please print)

___________________________________________________________
Parent Signature

__________________________
Date
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 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. 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 Public 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.


Act Privacy Protection of Children Online (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 parent in the collection for information within the school context. The school’s use student information is solely for educational purposes only.

- COPPA - http://www.ftc.gov/privacy/coppa.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.


PLEASE MARK THE OPTION BELOW TO WHICH YOU AGREE AND THEN SIGN AND DATE THE FORM AND RETURN TO YOUR CHILD’S SCHOOL.

- 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.

- NO Google Apps for Education Account: I do not want my student to use the Searcy School District Apps for Education resources in any form including an email account.

Student’s Full Name (Printed) ___________________________ Grade/Campus ___________________________

Student’s Signature ___________________________ Date ___________________________

Parent/Guardian Signature ___________________________ Date ___________________________
Dear Parent/Guardian:

Children need healthy meals to learn. The Searcy Special School District offers healthy meals every school day. Breakfast costs $1.00 for all grades. Lunch costs $1.75 for K-6 grades and $2.00 for 7-12th grades. There is also an alternate “Meal Deal” available for grades 7-12 at a cost of $3.00. 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.

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 office and ask to speak to the counselor.

3. **DO I NEED TO FILL OUT AN APPLICATION FOR EACH CHILD?** No. Use one (1) 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 your school’s office.

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 e-mail cdavis@searcyschools.org immediately.

5. **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. You must send in a new application unless the school told you that your child is eligible for the new school year.

6. **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.

7. **WILL THE INFORMATION I GIVE BE CHECKED?** Yes. We may also ask you to send written proof of the household income you report.

8. **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.

9. **WHAT IF I DISAGREE WITH THE SCHOOL’S DECISION ABOUT MY APPLICATION?** You should talk to school officials. You also may ask for a hearing by calling or writing to: Diane Barrett, Superintendent, Searcy Public Schools, 801 North Elm Street, Searcy, AR 72143, (501) 268-3517.

10. **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.

11. **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 $600, 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.

12. **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.

13. **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, or receive Family Subsistence Supplemental Allowance payments, 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.

14. **WHAT IF THERE ISN’T ENOUGH SPACE ON THE APPLICATION FOR MY FAMILY?** List any additional household members on a separate piece of paper; include the same information required on the form for each family member added. Attach the additional paper containing the information to your application. Contact your child’s school office to receive an additional application.

15. **MY FAMILY NEEDS MORE HELP. ARE THERE OTHER PROGRAMS WE MIGHT APPLY FOR?** To find out how to apply for SNAP benefits or other assistance benefits, contact your local assistance office or call 800-482-8988.

If you have other questions or need help, call (501) 268-3517.

Sincerely,

Charlotte Davis

(Charlotte Davis, 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 e-mail her at cdavis@searcyschools.org.

Please use a pen (not a pencil) when filling out the application and do your best to print clearly.

**STEP 1: LIST ALL HOUSEHOLD MEMBERS WHO ARE INFANTS, CHILDREN, & STUDENTS UP TO & INCLUDING GRADE 12**

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.

Who should I list here?
When filling out this section, please include all members in your household who are:
- Children age 18 or under and are supported with the household’s income;
- In your care under a foster arrangement, or qualify as homeless, migrant, or runaway youth;
- Students attending [school/school system here], regardless of age.

A) List each child’s name. For each child, print their first name, middle initial and last name. Use one line of the application for each child when printing names. 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.

B) Complete the age, grade and school for each child. If the child is not a student, complete only the age, leaving grade blank and put N/A for the School Name.

C) Do you have any foster children? If any children listed are foster children, mark the “Foster Child” box next to the child’s name. Foster children who live with you may count as members of your household and should be listed on your application. If you are only applying for foster children, after completing STEP 1, skip to STEP 4 of the application and these instructions.

D) Are any children homeless, migrant, or runaway? If you believe any child listed in this section may meet this description, please mark the “Homeless, Migrant, Runaway” box next to the child’s name and complete all steps of the application.

**STEP 2: DO ANY HOUSEHOLD MEMBERS (INCLUDING YOU) CURRENTLY PARTICIPATE IN THE SUPPLEMENTAL NUTRITION ASSISTANCE PROGRAM (SNAP) FORMERLY CALLED FOOD STAMPS?**

If anyone in your household participates in the Supplemental Nutrition Assistance Program (SNAP) assistance program, your children are eligible for free school meals.

A) IF NO ONE IN YOUR HOUSEHOLD PARTICIPATES IN SNAP:
- Circle ‘NO’ and skip to STEP 3 on these instructions and STEP 3 on your application.
- Leave STEP 2 blank.

B) IF ANYONE IN YOUR HOUSEHOLD PARTICIPATES IN SNAP:
- Circle ‘YES’ and provide a case number (not EBT number) for SNAP. You only need to write one case number. If you participate in the program and do not know your case number, contact: [State/local agency contacts here]. You must provide a case number on your application if you circled “YES”.
- Skip to STEP 4.

**STEP 3: REPORT INCOME FOR ALL HOUSEHOLD MEMBERS**

A) Report all income earned by children. Refer to the chart below titled “Sources of Income for Children” in these instructions and report the combined gross income for ALL children listed in Step 1 in your household in the box marked “Total Child Income.” Only count foster children’s income if you are applying for them together with the rest of your household. It is optional for the household to list foster children living with them as part of the 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. Use the chart below to determine if your household has child income to report.

<table>
<thead>
<tr>
<th>Sources of Income for Children</th>
<th>Example(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings from work</td>
<td>A child has a job where they earn a salary or wages.</td>
</tr>
<tr>
<td>Social Security</td>
<td>A child is blind or disabled and receives Social Security benefits.</td>
</tr>
<tr>
<td>o Disability Payments</td>
<td>A parent is disabled, retired, or deceased, and their child receives social security benefits.</td>
</tr>
<tr>
<td>o Survivor’s Benefits</td>
<td></td>
</tr>
<tr>
<td>Income from persons outside the household</td>
<td>A friend or extended family member regularly gives a child spending money.</td>
</tr>
<tr>
<td>Income from any other source</td>
<td>A child receives income from a private pension fund, annuity, or trust.</td>
</tr>
</tbody>
</table>
FOR EACH ADULT HOUSEHOLD MEMBER:

Who should I list here?
When filling out this section, please include all members in your household who are:
- Living with you and share income and expenses, even if 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.
  - Children and students already listed in Step 1

How do I fill in the income amount and source?
FOR EACH TYPE OF INCOME:
- Use the charts in this section to determine if your household has income to report.
- Report all amounts in gross income ONLY. Report all income in whole dollars. Do not include cents.
  - 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.
- Write a "0" in any fields where there is no income to report. Any income fields left empty or blank will be counted as zeros. If you write '0' or leave any fields blank, you are certifying (promising) that there is no income to report. If local officials have known or available information that your household income was reported incorrectly, your application will be verified for cause.
- Mark how often each type of income is received using the check boxes to the right of each field.

What if I am self-employed?
If you are 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.

D) Report income from Public Assistance/Child Support/Alimony. Refer to the chart titled "Sources of Income for Adults" in these instructions and report all income that applies in the "Public Assistance/Child Support/Alimony" field on the application. Do not report the value of any cash value public assistance benefits NOT listed on the chart. If income is received from child support or alimony, only court-ordered payments should be reported here. Informal but regular payments should be reported as "other" income in the next part.

E) Report income from Pensions/Retirement/All other income. Refer to the chart titled "Sources of Income for Adults" in these instructions and report all income that applies in the "Pensions/Retirement/All Other Income" field on the application.

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 determines your income cutoff for free and reduced price meals.

G) Provide the last four digits of your Social Security Number. The household’s primary wage earner or another 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.”

<table>
<thead>
<tr>
<th>Sources of Income for Adults</th>
<th>Pensions/Retirement/All Other Income</th>
</tr>
</thead>
<tbody>
<tr>
<td>Earnings from Work</td>
<td></td>
</tr>
<tr>
<td>Public Assistance/Child Support</td>
<td></td>
</tr>
<tr>
<td>Pensions/Retirement/All Other Income</td>
<td></td>
</tr>
<tr>
<td>Salary, wages, cash bonuses</td>
<td>Unemployment benefits</td>
</tr>
<tr>
<td>Net income from self-employment (farm or business)</td>
<td>Worker’s compensation</td>
</tr>
<tr>
<td>Strike benefits</td>
<td>Supplemental Security Income (SSI)</td>
</tr>
<tr>
<td>If you are in the U.S. Military:</td>
<td>Cash assistance from State or local government</td>
</tr>
<tr>
<td>Basic pay and cash bonuses (do NOT include combat pay, FSSA or privatized housing allowances)</td>
<td>Alimony payments</td>
</tr>
<tr>
<td>Allowances for off-base housing, food, and clothing</td>
<td>Child support payments</td>
</tr>
<tr>
<td>Veteran’s benefits</td>
<td></td>
</tr>
</tbody>
</table>

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) Sign and print your name. Print your name in the box “Printed name of adult completing the form.” And sign your name in the box “Signature of adult completing the form.”

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 bottom 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.
School Year 2015-2016 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 space is required for additional names, attach another sheet of paper.

### 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 School Meals for more information.

<table>
<thead>
<tr>
<th>Names of ALL Children (First, Middle Initial, Last)</th>
<th>Age</th>
<th>Grade</th>
<th>School Name of (not in school put n/a)</th>
<th>Foster Child</th>
<th>Homeless, Migrant, Runaway</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STEP 2**
Do any Household Members (including you) currently participate in the assistance program: SNAP? □ Circle one □ Yes / No

Case Number or SNAP Identifier (not the EBT #):

If you answered NO > complete STEP 3.
If you answered YES > Write a case number here then go to STEP 4 (Do not complete STEP 3) Write only one case number in the space above.

**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 income. Please include the TOTAL income earned by all Household members listed in STEP 1 here.

**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 receive income, report total income for each source in whole dollars only. If they do not receive income from any source, write ‘0’ or leave any fields blank, you are certifying (promising) that there is no income to report.

<table>
<thead>
<tr>
<th>Name of Adult Household Members (First and Last)</th>
<th>Earnings from work</th>
<th>How Often?</th>
<th>Social Security/Child Support/Alimony</th>
<th>How Often?</th>
<th>All Other Income</th>
<th>How Often?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
<td>Wkly</td>
<td>Bi</td>
<td>Wkly</td>
<td>Mthly</td>
<td>Wkly</td>
</tr>
<tr>
<td></td>
<td>$</td>
<td>Bi</td>
<td>Wkly</td>
<td>Wkly</td>
<td>Mthly</td>
<td>Wkly</td>
</tr>
<tr>
<td></td>
<td>$</td>
<td>2x Week</td>
<td>Mthly</td>
<td>Wkly</td>
<td>Mthly</td>
<td>Mthly</td>
</tr>
</tbody>
</table>

Total Household Members Last Four Digits of Social Security Number (SSN) of Children and Adult/Primary Caregiver or Other Adult Check if no SSN

### 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.

<table>
<thead>
<tr>
<th>Ethnicity (check one):</th>
<th>Race (check one or more):</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Hispanic or Latino</td>
<td>□ American Indian or Alaskan Native</td>
</tr>
<tr>
<td>□ Not Hispanic or Latino</td>
<td>□ Asian</td>
</tr>
<tr>
<td></td>
<td>□ Black or African American</td>
</tr>
</tbody>
</table>

**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 1st).

**School use only**
Annual Income Conversion: show calculations

<table>
<thead>
<tr>
<th>Total Income:</th>
<th>Weekly</th>
<th>X 52=</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>□ Week</td>
<td>Every 2 Week</td>
<td>□ Twice a Month</td>
</tr>
<tr>
<td>Household Size:</td>
<td>SNAP:</td>
<td>Categorically Eligible:</td>
</tr>
<tr>
<td>Eligibility:</td>
<td>□ Free</td>
<td>□ Reduced</td>
</tr>
</tbody>
</table>

Reason for denial:

Determining Official’s Signature: ____________________________
Determination Date: ____________________________

Today’s Date: ____________________________
Privacy Act Statement:
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, 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 adult household member who signs the application. The last four digits of 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 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.

Required Non-Discrimination Statement:
The U.S Department of Agriculture prohibits discrimination against its customers, employees, and applicants for employment on the bases of race, color, national origin, age, disability, sex, gender identity, religion, reprisal, and where applicable, political beliefs, marital status, familial or parental status, sexual orientation, or all or part of an individual’s income is derived from any public assistance program, or protected genetic information in employment or in any program or activity conducted or funded by the Department. (Not all prohibited bases will apply to all programs and/or employment activities.)

Required Civil Rights Statement:
If you wish to file a Civil Rights program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, found online at http://www.ascr.usda.gov/complaint_filing_cust.html, or at any USDA office, or call (866) 632-9992 to request the form. You may also write a letter containing all of the information requested in the form. Send your completed complaint form or letter to us by mail at U.S. Department of Agriculture, Director, Office of Adjudication, 1400 Independence Avenue, S.W., Washington, D.C. 20250-9410, by fax (202) 690-7442 or email at program.intake@usda.gov.

Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339; or (800) 845-6136 (Spanish).
Searcy School District
2015-2016 SCHOOL CALENDAR

Monday August 3 New Employee Orientation
Tuesday-Friday August 4-7 District TESS Training (any new
teacher) District Professional
Monday-Friday August 10-14 Development First Day of School
Monday August 17 Labor Day Holiday
Monday September 7 Progress Reports
Thursday September 24 End of First Quarter—44 Days
Friday October 16 P/T Conferences—Grades 4-12 (3:15—7:15)
Tuesday October 20 P.M.) Prof. Dev. Teachers—Grades K-3
Tuesday October 20 P/T Conferences—Grades K-3 (3:15—7:15)
Thursday October 22 P.M.) Prof. Dev. Teachers—Grades 4-12
Friday October 22 End of Second Quarter—41 Days
Thursday November 6 Teacher District Inservice / AEA
Wednesday - Friday November 25-27 Thanksgiving Holiday
Friday November 6 Progress Reports
Monday-Friday December 21 – January 1 Christmas Holiday
Monday January 4 First Day of Second
Thursday January 7 Semester Report Cards
Monday January 18 PD Flex Day / Make Up
Tuesday February 2 Day* Progress Reports K-3
Tuesday February 2 P/T Conferences—Grades K-3 (3:15—7:15)
Tuesday February 2 P.M.) Prof. Dev. Teachers—Grades 4-12
Thursday February 4 Progress Reports 4-12
Thursday February 4 P/T Conferences—Grades 4-12 (3:15—7:15)
Thursday February 4 P.M.) Prof. Dev. Teachers—Grades K-3
Monday February 15 President’s Day / Make Up Day*
Friday March 11 End Third Quarter—48 Days
Thursday March 17 Report Cards
Monday-Friday March 21-25 Spring Break
Thursday April 14 Progress Reports Sent Home
Saturday May 7 Graduation (7:30 P.M.)
Friday May 20 End Fourth Quarter—45 Days
Monday May 23 Make Up Day *
Tuesday May 24 Make Up Day *
Tuesday May 24 Make Up Day *
Wednesday May 25 Make Up Day *
Thursday May 26 Teacher Work Day
Monday May 30 Memorial Day

* There are five (5) make up days built into this calendar for inclement weather or some other exceptional or emergency
circumstance. If make up days are NOT used, students will be dismissed on designated make up days and school will dismiss for
the year on Friday, May 20. 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

<table>
<thead>
<tr>
<th>Quarter</th>
<th>Days</th>
<th>Professional Development Days</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>44</td>
<td>60 hours</td>
</tr>
<tr>
<td>2nd</td>
<td>41</td>
<td>10 hours</td>
</tr>
<tr>
<td>3rd</td>
<td>48</td>
<td>2 Parent/Teacher Conference Days</td>
</tr>
<tr>
<td>4th</td>
<td>45</td>
<td>1 Teacher Work Day</td>
</tr>
<tr>
<td>Student days</td>
<td>178</td>
<td>191 Teacher Contract Days</td>
</tr>
</tbody>
</table>

Professional Development—60 hours
3 Professional Growth Plan Days Prior to August 10, 2015 .......................... 18 hours District PD
August 10-14 .......................... .30 hours District PD or AEA
Conference ................................................................... 6 hours District PD Flex Day January 18
(or end or year if needed) .......................... .6 hours

2015-2016 Board Holidays
Independence Day—July 3
Labor Day—September 7
Thanksgiving—November 26-27

Christmas—December 24-25
New Year’s—December 31-January 1
Memorial Day—May 30

Board Approved 3/18/15
BELL SCHEDULE

<table>
<thead>
<tr>
<th>Regular Bell Schedule</th>
<th>Early Dismissal Schedule</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Bell</td>
<td>First Bell</td>
</tr>
<tr>
<td>7:53 A.M.</td>
<td>7:53 A.M.</td>
</tr>
<tr>
<td>Period 1</td>
<td>Period 1</td>
</tr>
<tr>
<td>8:00-9:00</td>
<td>8:00-9:00</td>
</tr>
<tr>
<td>Period 2</td>
<td>Period 2</td>
</tr>
<tr>
<td>9:05-9:55</td>
<td>8:55-9:35</td>
</tr>
<tr>
<td>Period 3</td>
<td>Period 3</td>
</tr>
<tr>
<td>10:00-10:50</td>
<td>9:40-10:20</td>
</tr>
<tr>
<td>First Lunch</td>
<td>First Lunch</td>
</tr>
<tr>
<td>10:50-11:20</td>
<td>10:20-10:50</td>
</tr>
<tr>
<td>Period 4</td>
<td>Period 4</td>
</tr>
<tr>
<td>11:25-12:15</td>
<td>10:25-11:05</td>
</tr>
<tr>
<td>Second Lunch</td>
<td>Second Lunch</td>
</tr>
<tr>
<td>11:45-12:15</td>
<td>11:05-11:35</td>
</tr>
<tr>
<td>Period 5</td>
<td>Period 5</td>
</tr>
<tr>
<td>12:20-1:10</td>
<td>11:40-12:15</td>
</tr>
<tr>
<td>Period 6</td>
<td>Period 6</td>
</tr>
<tr>
<td>1:15-2:05</td>
<td>12:20-12:55</td>
</tr>
<tr>
<td>Period 7</td>
<td>Period 7</td>
</tr>
<tr>
<td>2:10-3:05</td>
<td>1:00-1:30</td>
</tr>
</tbody>
</table>

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.

Claude Smith
Principal

Assistant Principals:
Buddy Roddy
Tim Koch
Teri Morris

The Searcy Public School District is in compliance with the regulations as outlined in Title VI of 1964, Title IX of 1972, and Section 504 or Rehabilitation Act of 1973.

It is the policy of the Searcy Public School District to provide equal opportunities without regard to race, color, religion, sex, age, national origin, qualified disability, or veteran status in its educational programs and activities. This includes, but is not limited to, admissions, educational services, and employment. Inquiries concerning application of this policy may be referred to:

Equity Coordinator: Dr. Sheena Williamson
Address: 801 N. Elm
Telephone: 268-3517
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 Public Schools, 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 Public Schools 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.

NEW STUDENT POLICIES

Admission to Arkansas Public Schools
Students may enter kindergarten in the public schools of this state if they will attain the age of five (5) years 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 approved kindergarten program in another state or in a kindergarten program equivalent in another country for at least sixty (60) days, who will become five (5) years old during the year in which he/she is enrolled in kindergarten and who meets the basic residency requirement for school attendance, may be enrolled in kindergarten upon written request to the school district. (ACT 424 of 2013)

ACA § 6-18-208(a): Prior to a child's admission to an Arkansas Public School, a school district shall request the parent, guardian or other responsible person to furnish the child’s social security number and shall inform the parent, guardian or other responsible person that, in the alternative, they may request that the school district assign the child a nine (9) digit number designated by the Department of Education. (See Director’s Regulatory Memo 91-36.)

ACA § 6-18-208(b): Prior to a child’s admission to an Arkansas Public School, the parent, guardian, or responsible person shall provide the school district with one (1) of the following documents indicating the child’s age:
1. A birth certificate;
2. A statement by the local registrar or a county recorder certifying child’s date of birth;
3. An attested baptism certificate;
4. A passport;
5. An affidavit of the date and place of birth by the child’s parent or guardian; or
6. Previous school records.
7. Military I.D.

A.C.A. § 6-4-302 Uniformed Service Member’s Children
For the purposes of this policy.
“active duty members of the uniformed services” includes members of the National Guard and Reserve on active duty orders pursuant to 10 U.S.C. Section 1209 and 1211;
“uniformed services” means the Army, Navy, Air Force, Marine Corps, Coast Guard as well as the Commissioned Corps of the National Oceanic and Atmospheric Administration, and Public Health Services;
“veteran” means: a person who served in the uniformed services and who was discharged or released there from under conditions other than dishonorable.

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

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

Prior to a child's admission to an Arkansas Public School, the parent, guardian, or other responsible person shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding.

ACA § 6-18-510 (2011) The Searcy School District has adopted as policy that, after a hearing before the board of directors, any person who has been expelled as a student from any other school district may not enroll as a student until the time of the person's expulsion has expired.

ACA § 6-18-207 (2011) Residency Requirements for Attending Public School The school district may require a parent, legal guardian, or other person in loco parentis who enrolls a student in the school district to sign a statement under oath attesting to their residential address or provide other proof that the student is a resident of the district. Anyone knowingly providing false residency information to a school district may be charged with a misdemeanor and fined up to $500.00.

For purposes of this act: (1) “reside” means to be physically present and maintain a permanent place of abode for an average of not less than four (4) calendar days and nights per week for a primary purpose other than school attendance; (2) “resident” means a student whose parents, legal guardians, persons having legal lawful control of the student under order of the court, or person standing in loco parentis reside in the school district; and (3) “residential address” means the physical location where the student’s parents, legal guardian, person having legal lawful control of the student under order of the court or person standing in loco parentis reside.

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.

**Transferring AP or IB credits from previous public school**

Although Searcy School District is not a member of the IB Program, students transferring into the District from another AP or IB program will be awarded credit as outlined by the Arkansas Department of Education. Weighted Credit for designated AP and IB courses will be contingent upon:

1. the AP or IB teacher obtaining applicable training;
2. the student taking the entire AP or IB course offered in a particular subject; and
3. the student completing the applicable test offered by the College Board for AP at the end of the AP course or the applicable test offered by IB at the time prescribed by IB.

**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.
Building Regulations
Students are asked not to arrive at school in the morning until approximately 7:30. Students will remain outside the building until the bell rings and during lunch period when the weather permits. During bad weather students may report to the gym in the mornings before school. Students coming from classes outside the main building must remain outside until the bell rings for class changes.

VIDEO SURVEILLANCE
The board has a responsibility to maintain discipline, protect the safety, security and welfare of its students, staff and visitors while at the same time safeguarding district facilities, vehicles and equipment. As part of fulfilling this responsibility, the board authorizes the use of video/audio surveillance cameras. 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 expectation of 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 school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. These recordings will remain the property of the Searcy Public School District and will be subject to review only by authorized personnel.

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

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

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

Closed Campus Policy
Searcy Public Schools have a closed campus policy. Once a student arrives on campus, he/she may not leave the campus without checking out through the principal’s or assistant principal’s office. *The principal and/or assistant Principal shall have the authority to use discretion in unusual situations and emergencies to allow the student(s) to leave the campus. Parents are encouraged not to check out students except for emergency situations. Students will not be allowed to leave with other students. Students must obtain permission from the office to be permitted in the parking lot area between arrival on campus and departure time.

Any person not currently enrolled in the Searcy Public Schools or employed by the school district must obtain permission from the Principal before visiting any student or teacher on campus during school hours. Anyone violating this policy may be reported to the city authorities and are subject to being prosecuted under Act 75 of 1971. This act makes it a misdemeanor to loiter on or near a public or private school and violators are subject to fine according to state law.

Lunchtime will be spent on the school campus. The students will have the option of buying lunch in the cafeteria or bringing a lunch. Food may not be delivered on campus unless brought to the office by a parent or guardian. Parents cannot bring food or drink for students other than their own. Students who bring their lunch to school are to eat in the cafeteria.

Students leaving campus for any reason without being approved by the Principal/Assistant Principal will be subject to disciplinary action, which could range from student/parent/Principal conferences, to suspension or expulsion from school.
Parental Concerns (Act 307 of 2007)
If the parent or guardian of a child attending Searcy Public Schools has a parental concern, the parent should address the concern to the building principal or assistant principal of the school. The concern should be clearly defined by the parent and the building administrator. The building administrator may, when appropriate, include other building level personnel when addressing the concern. The building administrator will then make a determination on a resolution to the concern which may include developing solutions to address the concern.

Reporting Suspected Child Abuse and Neglect
The Searcy Special School District's policies and procedures concerning the detection and reporting of suspected child abuse and neglect was established according to the provisions of Act 1208, Act 587, Act 450, Act 451 of 1991, and ACA § 12-12-507(c).

Any Searcy Special School District employee, volunteer, or agent who has "reasonable cause to suspect child maltreatment, or that a child has died as a result of child maltreatment, or observes the child being subjected to conditions or circumstances which would reasonably result in child maltreatment may immediately notify the child abuse hotline".

Searcy Special School District employees, volunteers, or agents shall cooperate with and assist investigative agencies for the protection of children in suspected abuse cases. Further, they shall provide or assist in providing support services for the child protective services, courts and mental health professionals.

Transfer of Children Between Custodial and Non-Custodial Parents
A.C.A. § 9-13-104 (2011) In order to avoid continuing child custody controversies from involving public school personnel, and to avoid disruptions to the educational atmosphere in our public schools, the transfer of a child between the child's custodial parent and non-custodial parent, when both parents are present, is prohibited from taking place on the real property of a public elementary or secondary school on normal school days during normal hours of school operations.

Student Interviews By Estranged Parents
A student may not be interviewed by an estranged parent except in the presence of the school Principal, the assistant Principal, or another school official and with the consent of the parent or legal guardian. Documentation will be required.

Daily Announcements
Students will receive information pertaining to school activities through daily announcements. These will be read or posted in the classrooms. Students are responsible for this information and should stay informed on a daily basis.

Textbooks
Textbooks and library books will be furnished by the state and school for the students use. Students are asked to take good care of these books, as others will have to use them during the coming school years. New textbooks are scheduled to be adopted each six years.

Students who lose or damage these books will be expected to pay for the loss or damage.

Issuing of Textbooks
1. Each teacher will be responsible for issuing the textbooks for his/her respective subject area.
2. Each teacher will issue the textbook, by classes to the student.

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.

EMERGENCY DRILLS – All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year with at least one each in the months of September, January, and February. Students who ride school buses shall also participate in emergency evacuation drills at least twice each school year.
The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. Students will be included in the drills to the extent that is developmentally appropriate to the age of both the students and grade configuration of the school.

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

Other types of emergency drills may also be conducted to test the implementation of the District’s emergency plans in the event of an earthquake or terrorist attack that might include the use of biological or chemical agents. Students shall be included in the drills to the extent practicable. A.C.A. § 12-13-109, A.C.A. § 6-10-110, A.C.A. § 6-10-121, A.C.A. § 6-15-1302, A.C.A. § 6

ENGLISH LANGUAGE LEARNERS - The district shall utilize the special needs funding it receives for identified English Language Learners on activities and material listed in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds A.C.A. §6-20-2305(b)(3) A.C.A.§ 6-15-426(f)

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
Vending machines are available for students 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.
ATTENDANCE POLICY
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. Under the penalty for noncompliance set by law (A.C.A.§ 6-18-201), every parent, guardian, or other person residing with the State of Arkansas having custody or charge of a child five (5) through seventeen (17) years of age, both inclusive, shall enroll and send the child to a public, private, or parochial school, or provide a home school for the child.

Per A.C.A.§ 6-18-213(f), any student absent from daily attendance for more than ten (10) consecutive school days shall be dismissed or dropped from the attendance records of the school. This is only for cases when a student is absent for ten (10) consecutive school days and is unaccounted for or cannot be contacted. The student should NOT be dropped if the student is absent due to illness and will be returning to class. If the school later receives notification of the student’s enrollment in another district, the withdrawal date should be changed to match the enrollment date in the new district. Otherwise, if a student is absent (and unaccounted for) for ten (10) consecutive days, the withdrawal date will be the eleventh school day of absence. As of the eleventh school day of unaccounted for absence, the proper authorities will be notified.

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 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.

- 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.

- Death or serious illness in their immediate family;

- Observance of recognized holidays observed by the student’s faith;

- Attendance at an appointment with a government agency;

- Attendance at a medical appointment;

- Exceptional circumstances with prior approval of the principal; or

- Participation in an FFA, FHA, or 4-H sanctioned activity;

- Participation in the election poll workers program for high school students.

- 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.

- 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 twelve (12).
Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.

It is the Arkansas General Assembly’s intention that students having excessive absences be given assistance in obtaining credit for their courses. Excessive absences may, however, be the basis for the denial of course credit, promotion, or graduation; therefore, it is imperative that parents contact the principal’s office and set up a conference to discuss possible special arrangements to address the student’s absences before absences become excessive.

Unexcused Absences
A.C.A. § 6-18-222 REQUIRES THAT SCHOOL DISTRICTS STATE THE NUMBER OF UNEXCUSED ABSENCES THAT MAY CONSTITUTE A BASIS FOR DENIAL OF COURSE CREDIT, PROMOTION, OR GRADUATION.

Absences not defined above or not having an accompanying call from the parent or legal guardian or doctor’s written statement, 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 shall 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.

Parent Notification: Searcy Schools will notify parents when three (3) and five (5) unexcused absences have occurred. Parents will receive final notification in the event a twelfth (12th) absence is accumulated by the student. Notification will be by phone contact with the student’s parent, guardian, or person in loco parentis by the end of the school day in which the absence occurred or by regular mail with a return address on the envelope 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, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law.

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

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

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.

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

Make-Up Work – for purposes of making up assignments missed as a result of an absence, if an absence is determined to be excused, a student has the privilege of making up the work missed. To obtain a re-admission slip to allow make-up work, the parent of the student must contact the school by phone on the day of the absence or report the reason for the absence by doctor’s note upon return to school. If a student has been absent and wishes to make up work missed, IT IS THE STUDENT’S (or in K-3 buildings, the student’s/parent’s) RESPONSIBILITY TO CHECK WITH HIS/HER TEACHERS THE DAY HE/SHE RETURNS TO SCHOOL AFTER AN EXCUSED ABSENCE.

At this time the teacher will specify the make-up work to be done. For each day of absence, students will have one day per excused absence to complete and turn in make-up work. Failing to check with the teacher upon returning to school, or failure to complete make-up work at the designated time will forfeit the privilege of making up his/her work. For students absent more than one day it is recommended to request the make-up work after the second day of absences.
For purposes of determining whether missed assignments can be made up for credit, the school will recognize three types of student absences:

**Class A: Excused** – An excused absence allows for making up of work missed. Excused absences are as follows: 1) Illness, 2) Death in family, 3) School sponsored activities approved by principal, 4) Other activities prearranged and pre-approved by principal/assistant principal with a parent contact. To obtain a Class A absence, a student’s parent or guardian must notify the principal or assistant principal’s office concerning the reason for the absence.

**Class B: Unexcused** – An unexcused absence means a student is not allowed to make up work missed. Absences that do not qualify under Class A or C will be considered Class B. Some examples of unexcused absences are: 1) hunting, 2) shopping, 3) vacations, 4) baby-sitting, 5) visiting friends and relatives, and 6) other absences of a capricious and/or arbitrary nature.

**Class C: 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.

Definition of Truancy: Shrinking from one’s duty; especially when one stays out of class or is absent from campus and misses school without permission.

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/student/ principal conference plus (2) Saturday Schools or other disciplinary action deemed necessary by the principal.
- c. Third and all subsequent truancy – Parent/student/ principal conference plus consequences deemed necessary by the principal.

Students who are absent for school activities or other previously known reasons for part or all of a school day will be responsible for their work upon returning to school.

**Other Rules Concerning Absences:**
Students who receive “no credit” (NC) in a class due to excessive absences are still required to attend that class. These students need to make arrangements with counselor to make up credits.

Students that miss ten (10) minutes or more of class will be counted absent for that class.

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 ½ of the school day (3 ½ 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 though 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.

**Tardies**
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 4th and 5th tardy, he/she will be required to report to detention hall. The 7th tardy will result in one Saturday School or a one-day suspension. The ninth tardy will result in two Saturday Schools or a two-day suspension. The 12th tardy will result in a three-day suspension. After the 12th tardy, each additional three tardies will result in a three-day suspension. Tardies are tabulated as the total tardies in all classes per nine weeks. Tardies will start over each nine weeks.
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:

1. A request from the parent or guardian in writing that includes why special status should be granted;
2. 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 two is at the building Principals discretion.);
3. Approval by the Principal/assistant Principal.

Personal Leave
Students will be granted a maximum of three (3) days personal leave per year if they meet the following criteria:

1. No more than five (5) excused absences in the previous semester.
2. No more than three (3) excused absences in the current semester.
3. No truancies or unexcused absences for the previous or current semester.
4. Must have a 2.0 grade point average or better based on the most recent semester grades recorded.
5. Must have a citizenship grade of 1 or 2.

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

Make-up of assignments will be as follows:

a. Assignments due on the leave days must be done before the absence or turned in upon the day of return.
b. 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/her record.
c. If a student fails to do the required work, he/she will receive zeros for the missed days.

Personal leave will apply toward the number of absences permitted each semester and semester test exemptions.

College Leave
Seniors are allowed two (2) college days for the year. These days are to be used for visiting prospective colleges and universities. Request for college leaves are to be done (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 a 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.

ACA § 6-18-211 AND ACC-04-025 an Act to Require High School Students in Grades Nine (9) Through Twelve (12) To Attend A Full School Day
Beginning with 2004-05 school year, students in grades nine through twelve (9-12) shall be required to schedule and attend a full school day.

DRESS & APPEARANCE CODE

The Board of Education of the Searcy Special School District recognizes that among those rights retained by the people under our constitutional form of government is the freedom to govern one's personal appearance. When, however, dress and grooming disrupts the learning process for the individual student, other students, or the learning climate of the school, it becomes a matter subject to disciplinary action. 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. Students may not wear clothing or hairstyles that can be hazardous to them in their educational activities such as shop, lab work, and physical education, art or work experience programs.
3. Dress and grooming should not disrupt the educational process. Outlandish hair coloring, style, and makeup that are deemed disruptive will not be allowed.
4. 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.

5. 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.

6. Hats, caps, sunglasses, bandannas, sweatbands, and other headgear deemed inappropriate are not to be worn.

7. Shoes are to be worn at all times.

8. 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.

9. Female 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. Boys and girls must wear shirts with sleeves.

10. 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.

11. Jewelry worn in body piercing, other than the ear, has been found to be a disruption to the educational process and is therefore not allowed.

12. 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.

STUDENT CONDUCT POLICIES

The Searcy School District seeks the assistance of students, parents, and other citizens to improve the general atmosphere for learning. The purpose of disciplinary control is to help create an atmosphere that promotes the best possible learning environment for those involved in the educational process.

All students are expected to conduct themselves at all times in a manner that will contribute to the best interest of the Searcy Public Schools and does not infringe on the rights of others. The following activities are considered improper and will subject the student to disciplinary action including, but not limited to, suspension or expulsion from school. A violation of the rule will occur whether the conduct takes place on the school grounds at any time, off the school grounds at a school sanctioned activity, function, or event, or en-route to and from school.

Incidents involving weapons, illegal drugs, acts that endanger the lives of others, or the commission of a felony on school property or while under school supervision will result in the immediate notification of law enforcement officials.
A.C.A. § 6-18-513 (2011): Parental Notification of Students Reported To, Interviewed By, or Taken Into Custody By Law Enforcement Personnel.

a. A school or school district shall comply with subdivision (b) of this act if the school or school district, with respect to a student under the age of eighteen (18):
   1. Makes a report to any law enforcement agency concerning student misconduct;
   2. Grants law enforcement personnel, other than a school resource officer acting in the normal course and scope of his assigned duties, access to a student; or
   3. Knows a student has been taken into custody by law enforcement personnel during the school day or while under school supervision.

b. 1. The Principal, or in the Principal’s absence, the Principal’s designee, shall make a reasonable, good-faith effort to contact the student’s parent, legal guardian, or other person having lawful control of the student by court order, or person acting in loco parentis, listed on student enrollment forms.
   2. The Principal or designee shall give the parent, legal guardian, or other person having lawful control of the student under an order of court or person acting in loco parentis, notice that the student has been reported to, interviewed by, or taken into custody by law enforcement personnel.
   3. 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 either the Principal or designee and leave both a day and an after-hours telephone number.

c. Notification is not required if school personnel make a report or file a complaint based on suspected child abuse or neglect as required under A.C.A. § 12-12-507 or if student access is granted to law enforcement personnel for purposes of investigation of suspected child abuse or neglect.

Rule 1. Disruption and interference with school program or activity. 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 thereto.

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.

h. 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). Act 567 of 2001. 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.

Rule 2. Damage or destruction of private or public property.
A student shall not cause or attempt to cause damage to or steal or attempt to steal private or public property.

Rule 3. Damage or destruction of school property.
A student shall not cause or attempt to cause damage to school property or steal or attempt to steal school property. The school district will attempt to recover damages from the student destroying school property. Parents of any minor student under the age of eighteen (18), living with the parents, may be liable for damages caused by said minor in an amount not in excess of $5,000.

Rule 4. Physical abuse or assault by a student on a school employee, a student attending the school or a person not employed by the school.
A student shall not cause or attempt to cause physical injury or behave in such a manner as could reasonably cause physical injury to a school employee, fellow student, or other individual. Violence will not be tolerated under any circumstances.
ACA § 6-17-106 (2011)

a. It is unlawful for any person to use profane, violent, vulgar, abusive or insulting language toward any public school employee during the course of his or her duties. A person who violates this act shall be guilty of a misdemeanor and upon conviction be liable for a fine of not less than one hundred dollars ($100) nor more than one thousand five hundred dollars ($1,500).

b. Each school district shall report to the Department of Education any prosecutions within the school districts under this section.

c. A person commits battery in the second degree if he intentionally or knowingly without legal justification causes physical injury to one he knows to be a teacher or other school employee while acting in the course of employment. (Act 207 of 1997).

d. FIGHTING:
   1st Offense - Five day suspension
   2nd Offense - Ten day suspension
   3rd Offense - Ten day suspension (with possible recommendation for expulsion)

ACA § 6-18-502 (2011) A student shall not willfully and intentionally assault or threaten to assault or abuse any student, teacher, Principal, superintendent, or other employee of a school system.

ACA § 6-17-113 (2011) Requires the Principal or other person in charge to report immediately any student who has committed a felony on school property or while under school supervision or has committed any other crime involving an act of violence against a teacher, school employee, or student to the appropriate law enforcement agency.

ACA § 6-17-113 (2011) Requires School Principals to Report All Threats of Violence or Acts of Violence on School Property. Whenever the Principal or other person in charge of a public school has personal knowledge or has received information leading to a reasonable belief that any person has committed or has threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision, the Principal or the person in charge shall immediately report the incident or threat to the superintendent or the school district and the appropriate local law enforcement agency. The report shall be by telephone or in person immediately after the incident or threat and shall be followed by a written report within three (3) business days. The Principal shall notify 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 his designee, shall notify the local school board of any report made to law enforcement under this section. Any person who purposely fails to report as required by this section shall be guilty of a Class C misdemeanor.

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.

   • The person communicates to any other person a threat to cause the death of a school employee or student;
   • The threat involves the use of a firearm or other deadly weapon;
   • A reasonable person would believe the person making the threat intends to carry out the threat;
   • 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

   • There is a close temporal relationship between the threatened act and the substantial step.
   • Conduct is not a substantial step under this section unless it is strongly corroborative of the person’s criminal purpose.

A.C.A. § 6-18-514 (2011) Anti-Bullying Act & Policy

Students are prohibited from participating in any conduct that constitutes any form of bullying:

   • While in school, on school equipment or property, in school vehicles, on school buses, at designated school bus stops, at school-sponsored activities, and at school sanctioned events.
   • By an electronic act which results in the substantial disruption of the orderly operation of the school or educational environment. (This section shall apply to an electronic act whether or not the electronic act originated on school property or with school equipment, if the electronic act is directed specifically at students or school personnel and maliciously intended for the purpose of disrupting school, and has a high likelihood of succeeding in that purpose.)

Any school employee who has witnessed, or has reliable information that a student has been a victim of bullying, as defined by this policy, shall report the incident to the principal of the school. The person or persons who file a complaint will not be subject to retaliation or reprisal in any form.
1. “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 causes or creates a clear and present danger of:
   A. Physical harm to a public school employee or student or damage to the public school employee’s or student’s property.
   B. Substantial interference with a student’s education or with a public school employee’s role in education.
   C. A hostile educational environment for one (1) or more students or public school employees due to the severity, persistence, or pervasiveness of the act.
   D. Substantial disruption of the orderly operation of the school or educational environment.

2. “Electronic act” means without limitation a communication or image transmitted by means of an electronic device, including without limitation a telephone, wireless phone or other wireless communications device, computer, or pager.

3. “Harassment” means a pattern of unwelcome verbal or physical contact relating to another person’s constitutionally or statutorily protected status that causes, or reasonably should be expected to cause, substantial interference with the others performance in the school environment.

4. “Substantial disruption” means without limitation that any one or more of the following occur as a result of the bullying:
   A. Necessary cessation of instruction or educational activities.
   B. Inability of students or educational staff to focus on learning, or function as an educational unit because of a hostile environment.
   C. Severe or repetitive disciplinary measures are needed in the classroom or during educational activities.
   D. Exhibition of other behaviors by students or educational staff that substantially interfere with the learning environment.

This policy shall be posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus in the district. This policy shall be provided to parents, students, school volunteers, and employees and will be made available upon request.

Engaging in bullying will subject the student to disciplinary action including, but not limited to, suspension and/or expulsion from school.

**Rule 5. Weapons, dangerous instruments, contraband, and paging devices.** A student shall not possess, handle, or transmit a knife, razor, ice pick, explosives, pistol, rifle, shotgun, paging devices, or any other object that reasonably can be considered a weapon, a dangerous instrument, or any other contraband materials.

**A.C.A. § 5-73-119 (2011) Firearms in Schools Prohibited.**
Provides that no person shall possess a firearm upon the property of public schools or in or upon any school bus or at a designated bus stop as identified on the route lists published by the school district. Violation is a Class D, felony and no sentence imposed for violation can be suspended, probated, or treated as a first offense.

**A.C.A. § 5-73-122 (2011)** It is unlawful for any person other than a law enforcement officer, or a security guard in the employ of the state or an agency thereof, or any city or county, or any State or Federal military personnel to carry or possess a loaded firearm or other deadly weapon in any publicly owned building or facility or on the State Capitol grounds. As used in this act, “facility” means municipally owned or maintained parks, football fields, baseball fields, soccer fields, and other similar municipally owned or maintained recreational structures and property.

**A.C.A. § 6-21-608 (2011)** Any student in possession of any firearm or other weapon prohibited upon the school campus by law will be expelled from school for a period of not less than one (1) calendar year. Any student in violation of the laws dealing with handguns and weapons will be immediately suspended from school, criminal charges will be filed, and a recommendation will be made to the Searcy School Board for expulsion.

**A.C.A. § 5-27-210 (2011) To Make Parents Responsible for Allowing Minors to Possess Firearms on School Property.**
When a parent-defined as parent, stepparent, legal guardian, or person in loco parentis or who has legal custody of a student and with whom the student resides knows that the minor is in illegal possession of a firearm in or upon the premises of a public or private school. or its buildings or facilities where school events are conducted or public park, playground or civic center, and fails to prevent the possession or to report the possession to the appropriate school or law enforcement officials, the parent shall be guilty of a Class B misdemeanor.
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, including such a device that is not loaded or lacks a clip or other component to render it immediately operable or any components that can be readily assembled into such a device.

Use and misuse of cell phones has become a serious problem that threatens the ability of the district’s schools to properly and efficiently operate its education program. The school board believes it is necessary to restrict student use and possession of cell phones, other electronic communication devices, cameras, MP 3 players, Ipods, and other portable music devices so that the opportunity for learning in the district’s schools may be enhanced.

For the purpose of this policy, the use of a cell phone or other communication device includes any incoming call, text message, message waiting, or any other audible sound coming from the phone or device.

The student and/or the student’s parents or guardians expressly assume any risk associated with students owning or possessing technology equipment.

From the time students arrives on campus until they exit the building at the end of the school day, students are forbidden from using cameras, MP 3 players, Ipods, or any other portable music device. Such devices must be stored out of sight such as in the student’s locker or bag so long as they are turned off. Exceptions may be made by the building principal or his/her designee for health or other compelling reasons.

Before and after normal school hours, possession of cell phones, any paging device, beeper, or similar electronic communication devices, cameras, MP 3 players, Ipods, and other portable music 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.

Students using cell phones, other electronic communication devices, or portable music devices after arriving on campus and before exiting the building at the end of the school day shall have them confiscated. Confiscated cell phones and other electronic communication devices may be picked up at the school's administration office by the student's parents or guardians per the following policy:

** Possession and Use of Cell Phones, Beepers, Etc.**
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 (5) 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.

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.

**Radios, CD Players, and other Electronic Entertainment Devices**
Students are not to be in possession of radios, CD players, cassette players, electronic games, etc. during regular school hours unless requested by a teacher or other school personnel to provide above mentioned devices. If requested, the students are to deliver the device directly to that teacher's or school personnel's room at the beginning of the school day.

It is unlawful for a student to possess a hand-held laser pointer without the supervision of school personnel. Violation will result in seizure of hand-held laser pointer by school personnel as contraband with possible disciplinary sanctions imposed.

Rule 6. Gambling
No student shall participate in any activity, which may be termed gambling or wagering where the stakes are money or any other object or objects of value.

Rule 7. Immorality
A student shall abstain from indecent and immoral acts.

Rule 8. Disregard for directions to commands
A student shall not fail to comply with reasonable directions or commands of teachers, student teachers, substitute teachers, teachers’ aides, Principals, assistant Principals, administrative and/or supervisory personnel, school bus drivers, lunchroom personnel, security personnel, or other authorized personnel.

Rule 9. Tobacco policy
Tobacco products of any kind - cigarettes, cigars, chewing tobacco, snuff, pipe tobacco, or any other product derived from tobacco - as well as matches and/or lighters are not to be brought on or used on any campus of the Searcy Special School District by any student. In accordance with ACT 1099 students will not be allowed to possess or use e-cigarettes on any public school property. Students who disobey this regulation will be disciplined as follows:

1st Offense – Saturday School or other discipline measure deemed necessary.
2nd Offense – 2 Saturday Schools or other discipline measure deemed necessary.
3rd Offense – 3 day suspension or other discipline measure deemed necessary will be levied at the discretion of the principal.

Rule 10. Anti-gang/secret sororities
The Searcy School District recognizes that gangs constitute a hazard to the welfare of students and faculty and are unacceptable in a school setting. Gangs and gang-related activity foster anti-social behavior, attitudes and practices which may endanger the health, safety, and welfare of students. The Searcy School District is aware that the presence of gangs interferes substantially with the education process and with the appropriate, disciplined atmosphere of the school. Therefore, students are prohibited from participating in any activity or behavior related to gangs while at school, while traveling to and from school, or while attending school-sponsored events. Violation may result in out-of-school suspension.

Gangs, as defined in this rule, are individuals who associate with each other primarily for criminal, disruptive, and/or other activities prohibited by law and/or by the school district’s rules and regulations.

Activities that are prohibited by this rule include, but are not limited to, the following:
1. Soliciting, recruiting, and/or threatening others for membership.
2. Participating in and/or inciting violence.
3. Extorting or soliciting money and/or service from any person to pay for protection, insurance, or dues.
4. Coercing, harassing, intimidating, threatening, or causing harm to any person.
5. Possessing, using, displaying, distributing, or selling any clothing, jewelry, emblem, badge, sign, or other item commonly associated with gangs. (When there is a question as to whether or not items are gang related, determination will be made by the administration.)
6. Using any communication, verbal or nonverbal, suggesting or showing affiliation with a gang.
7. Engaging in any activity intended to promote or further the interest of any gang, such as distributing or displaying literature, drawings, or symbols on any surface, or teaching others to represent or act like a member of a gang.
8. Any willful act on or off the property of the Searcy Public Schools by one student, or a group of students, against any other student which would be considered hazing as defined by the laws of Arkansas including but not limited to:
   a. Activities carried out for the purpose of intimidation; or
   b. Threatening a student with social exclusion or submitting a student to dishonor, shame, or disgrace among his fellow students, or committing acts calculated to produce such results; or
   c. Playing abusive or cruel tricks to frighten, threaten, or torment another student; or
   d. Committing any act which is directed against a student for the purpose of demeaning the pride, stifling ambition, impairing the courage, discouraging him from remaining in the Searcy Public schools, or giving him reasonable cause to leave the Searcy Public Schools rather than to submit to such acts; or
   e. Striking, beating, bruising, or maiming; threatening or attempting to strike, beat, bruise, maim, or commit violence to any other student of the Searcy Public Schools or any other educational institution.
9. Any act or activity which violates any law or any policy of the Searcy School District when such act or activity is taken to further the interests of a gang.

**Rule 11. Behavior not covered above**
Searcy Public Schools 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 preceding written rules of student conduct.

**Public Display 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.

**Drugs and Alcohol Policy**
It is the belief of the Searcy Public Schools that the educational and social environment for the students attending should be one free of drugs and alcohol use or abuse. The school district will not tolerate the presence of these on its campuses or at any event sponsored by the school district. Compliance with the standards stated in this policy is mandatory of all students.

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, dangerous drug, alcohol, or intoxicating beverage. **Under the influence will be treated as possession.**

For purpose of this policy, the term “controlled substance” means any controlled substance as defined by the Arkansas Statute, the possession of which is either a felony or misdemeanor. The term “dangerous drug” shall mean any drug which produces or has the potential to produce harmful side effects, irrational conduct, stupor, or hyperactive behavior. Nothing in the policy shall preclude a student from possessing prescription medication in accordance with other policies of the rules and regulations. In the event a Principal becomes aware of a violation of this policy, the Principal shall contact the parent or guardian of the student(s) involved.

Because the police power of the state cannot be diminished or compromised by school officials, for or on behalf of any student, school authorities recognize that they have the same responsibility as every other citizen to report violations of the law. Accordingly, students suspected of or believed to be in violation of this provision shall be reported promptly to the appropriate law enforcement officials for appropriate independent action with respect to violation of any state and/or federal law.

Students of Searcy School District will not be interrogated by the police or others outside the school agency unless parents are called and permission is granted. The parent has the right to be present during the questioning period. Exceptions: Refer to Student Conduct, **ACA § 6-18-513 (2011)**

In the event of a suspension by the Principal in accordance with this rule, the Principal shall report said suspension promptly to the Superintendent of Schools and the parents or guardians of the involved student, stating the offense for which the punishment was inflicted.

Since the school administration does not have the expertise to quickly identify prescription drugs, controlled substances, look-alikes, or any illegal medication, it will be a violation of school policy to have in your possession, sell, trade, or otherwise provide any of these. The possession or use of drug paraphernalia, i.e., clips, pipes, containers, etc. used in connection with drugs, will be a violation of school policy.

Controlled substance may be possessed and used by a student who has a prescription of the substance, provided the substance remains in the container in which it was obtained from the pharmacist. Prescription medicine not registered in the Principal’s office will be treated as a violation of school policy. (See Medication Procedure)

Students are encouraged to seek treatment and/or counseling for drug/alcohol related problems. A referral/resource list is available in each building Principal’s 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.

**Punishment for the violation of this policy** will be suspension of ten (10) days from the Searcy Public Schools which may result in a recommendation for expulsion from the Searcy Public Schools.
Sexual harassment is sex discrimination under Title IX. It is the policy of the Searcy School district to maintain a learning and working environment that is free from sex discrimination, including sexual harassment.

Authority
It shall be a violation of this policy for any member of the district staff to harass a student through conduct or communications of a sexual nature as defined below. It shall also be a violation of this policy for students to harass other students or members of the district staff through conduct or communications of a sexual nature as defined below.

Definitions
Unwelcome sexual advances, requests for sexual favors and other inappropriate oral, written or physical conduct of a sexual nature when made by a member of the school staff to a student or when made by any student to another student constitute sexual harassment when:
   a. Submission to such 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; or
   c. Such conduct has the purpose or effect of substantially interfering with an individual's academic or professional performance or creating an intimidating, hostile, or offensive academic environment.

Sexual harassment, as defined above, may include but is not limited to the following:
   • Verbal harassment or abuse
   • Pressure for sexual activity
   • Repeated remarks to a person with sexual or demeaning implications
   • Suggesting or demanding sexual involvement accompanied by implied or explicit threats concerning one's grades, job, etc.
   • Inappropriate patting or pinching
   • Intentional brushing against a student's or an employee's body
   • Any sexually motivated unwelcome touching

Procedures
Any person who alleges sex discrimination or sexual harassment by any staff member or student may use the district’s equity complaint procedure located in all building principal offices, all guidance counselor offices, and the superintendent’s office or may complain directly to the building principal, guidance counselor, or to Equity Coordinator, Dr. Williamson, the individual designated to receive such complaints. Filing of a complaint or otherwise reporting sexual harassment or sex discrimination will not reflect upon the individual’s status nor will it affect future employment, grades, or work assignments. (Act 1108 of 1997)

Emphasis will be placed on educating students in proper conduct in order to prevent the need to assign punitive consequences. However, when the need for assigning punitive consequences for violation of school policies exists, consequences can include, but may not be exclusively limited to, a minimum of a conference with school personnel, to temporary loss of school privileges, corporal punishment, in-school or out-of-school suspension, to a maximum of expulsion from school, depending on the severity and circumstances surrounding the need for punitive action.
SECTION 1. For the purpose of this policy, the following definitions shall apply:

a. **Teacher** – shall include any employee of the Searcy School District, who is compelled by law to secure a license from the State Board of Education as a condition precedent to employment.

b. **Good cause** – shall include those offenses enumerated in Sections 7-14 of this policy, but is not limited to those offenses.

c. **Insubordination** – shall mean refusal or continued failure to obey the school laws of Arkansas or to obey the reasonable rules and regulations or instructions of district personnel.

d. **Disruptive conduct** – shall include defiant and hostile acts; acts involving moral turpitude; and disrespect for authority in school buildings, on school grounds, or at school sponsored activities, functions, or events, or en route to and from school.

e. **Criminal acts** – shall mean activities defined as criminal under the laws of the State of Arkansas and shall include, but not be limited to arson; assault and battery; burglary and larceny; possession of explosives; extortion; blackmail or coercion; possession of firearms; malicious mischief, and robbery.

f. **Disturbing the peace** – shall include violent, abusive, obscene, or profane language addressed to any teacher or student; and the use of abusive, violent, obscene or profane language whether addressed to a specific party or to the public in general.

SECTION 2. All students of the Searcy School District shall comply with the rules and regulations and the reasonable instructions of school personnel, pursue the required courses of study, and submit to the authority of the teachers, other school officials on school property, or at school-sponsored off-campus activities.

SECTION 3. Students of the Searcy School District have the right to exercise the freedoms of speech and assembly and the freedom to publish, except that speech, assembly, or published materials which is obscene, libelous, or slanderous according to current legal standards, or which so incites pupils as to create a clear and present danger of the commission of unlawful acts in school buildings, on school property, or at school sponsored events, of the violation of lawful school rules and regulations, or of the substantial disruption of the educational process, shall be prohibited.

Students are entitled to verbally express their personal opinions. Such verbal expressions shall not interfere with the rights of others, the conduct of the classroom or with the educational process, or violate other provisions of this section.

All student meetings in school buildings or on school grounds may function only as a part of the formal educational process or as authorized by the Principal or Assistant Principal.

SECTION 4. Students have the right to distribute and possess literature including, but not limited to, newspapers, magazines, leaflets and pamphlets, except that the district may prohibit a specific issue of a specific publication if there is substantial, factual basis to believe its possession and distribution will cause or is causing substantial disruption of school activities.

The time, place, and manner of student distribution of literature may be reasonably regulated by the district, provided such regulations are uniformly applied to all forms of literature; allow distribution at times and places where no interference with school activities will occur; are specific as to places and times when distribution is prohibited; and do not inhibit a person’s right to accept or reject any literature distributed in accordance with the rules.

The Principals of the individual schools of the District shall have the responsibility of establishing a time, place, and the manner of distribution of literature on their respective campuses.

SECTION 5. Students are free to sign petitions. All petitions shall be free of obscenities, libelous statements, and personal attacks and shall be within the bounds of reasonable conduct. Students signing such petitions shall be free from recrimination or retribution from the members of the staff and administration.

The Principals of the individual schools of Searcy School District shall have the responsibility of providing a central location where petitions may be signed.

SECTION 6. A teacher of the Searcy School District may suspend, for good cause, any student from his/her classroom. The teacher shall, when feasible, accompany the student to the office of the Principal or his assistant and shall file with the Principal or his assistant a written statement of the reason or reasons for the student’s suspension from the class. The Principal or his assistant shall determine whether to reinstate the student in class, reassign him/her, or take further disciplinary action.
SECTION 7. Students who are not at school cannot benefit from the learning opportunities that the school provides. Administrators, therefore, shall strive to find ways to keep students in school as participants in the educational process. There are instances, however, when the needs of the other students or the interests of the orderly learning environment require the removal of a student from school. The Board authorizes school principals or their designees to suspend students for disciplinary reasons for a period of time not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school-sponsored function, activity, or event; going to and from school or a school activity. A student may be suspended for behavior including, but not limited to that which:

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

SECTION 8. The school principal or designee shall proceed as follows in deciding whether or not to suspend a student.

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

Generally, notice and a conference should precede the student's removal from school, but if prior notice and a conference 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 a conference should follow as soon as practicable.

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

Out-of-school suspensions shall be treated as unexcused absences and during the period of suspension students shall not be permitted on campus until the Principal or the designee reinstates him/her, except to attend a student/parent/administrator conference.

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

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

SECTION 9. The Principal of a school or his assistant may recommend that a student be expelled from school with loss of credit and shall make said recommendation to the superintendent in writing which will include a written statement of the charge or charges against the student. If the superintendent concurs with the recommendation, he/she shall schedule a hearing before the school board. The school board may expel a student for the remainder of the semester or for the remainder of the school year or permanently for the conduct it deems to be of such seriousness as to make a suspension inappropriate, or where it finds that the students continued attendance at school would be unacceptably disruptive to the educational program, or would cause unreasonable danger to other students and faculty members.

The Superintendent or his/her designee shall give written notice to the parents or legal guardians, if the student is a minor, (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.
student or the parents or guardians of a student under possible expulsion should inform the Superintendent of schools, either by letter or telephone call, of their intention to appear before the Searcy Board of Education.

SECTION 10. 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 the parents or guardians may waive a hearing scheduled for this purpose.

SECTION 11. The President of the Board, Board attorney, or other designated Board member shall preside at the hearing. The student may choose to be represented by legal counsel. Both the district administration and School Board also may be represented by legal counsel. The hearing shall be conducted in open session of the Board unless the parent, or student if age 18 or older, requests that the hearing be conducted in executive session. Any action taken by the Board shall be in open session.

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

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

SECTION 12. The Searcy Board of Directors may expel for good cause any student currently attending the Searcy Public Schools.

SECTION 13. The following shall constitute good cause for expulsion from school: insubordination, disruptive conduct, excessive truancy, or dress and appearance that would present health and safety hazards or cause disruption of the educational process; refusal of a person to identify himself/herself upon request to proper school authorities in the school building, on the school grounds, on school buses, or at school sponsored activities, functions or events; participation in demonstrations which interferes with the operation of school or classroom; distribution of handwritten, duplicated or printed material on school premises in violation of school board regulations or distribution of such material which interferes with or disrupts the educational process; publishing libelous or obscene matter; unauthorized commercial solicitation; abnormal or irrational behavior; commission of or participating in criminal acts in school buildings, on school grounds, on school buses, bus stops, or at a school sponsored activity; functions or events; use of or possession of alcoholic beverages or of illegal drugs (the possession or use of drug paraphernalia, i.e., clips, pipes, containers, etc. used in connection with drugs, will be a violation of school policy); disturbing the peace; use of profane, violent, vulgar, or insulting language, language which in its common usage is calculated to arouse to anger the person to who it is spoken; or other conduct that would tend to disrupt the educational process or harm other students or school officials.

The Principal of any school or his assistant may recommend to the Superintendent of Schools that a student be expelled from school for an indefinite or specified period of time for the following conduct:

a. Becoming unresponsive to the policies, rules and regulations of the Searcy School District and the Searcy Board of Directors.

b. Being convicted of, or pleading guilty to a felony. For this purpose, a suspended sentence shall be deemed to be a conviction.

c. Assault or threaten to assault a school employee, another student, or other individual, may constitute good cause for expulsion.

The grounds for expulsion stated herein shall be deemed prima facial grounds for expulsion, and the student or his/her representative shall have the burden of showing extenuating or mitigating circumstances sufficient to warrant readmission of the student.
SECTION 14. Any minor who maliciously or willfully destroys property - real, personal, or mixed - belonging to the Searcy School District is liable to suspension or expulsion, and his/her parents or guardians, if the student is a minor, shall be liable for damages so caused by the student, subject to provisions of Act 45 of 1959, as amended.

SECTION 15. Corporal punishment may be used as a disciplinary tool for cause following warnings that the misbehavior will not be tolerated. In the event corporal punishment becomes necessary, the punishment shall be administered as follows:

a. The parents or guardians if so desired may have on file in the school Principal's office a statement to the fact that they do not wish to have their student disciplined by corporal punishment.

b. Corporal punishment will be administered in the presence of at least one other certified school employee to serve as a witness and be present when the student is advised of the reason for the punishment. The student should be allowed time to respond to the disciplinary infraction charge and then the appropriate action should be taken.

c. Corporal punishment will not be administered in the presence of other students, or in the spirit of malice or anger, nor will it be excessive. Corporal punishment shall be limited to no more than three (3) licks.

d. The certified employee administering corporal punishment shall prepare a written report to be submitted to the school Principal, stating the reasons for the punishment and the name of the witness.

e. The parents or guardians shall be informed in writing or by a personal telephone call that their child has been disciplined by corporal punishment. They will be informed of the reasons for administering corporal punishment and the name of the certified employee who witnessed the punishment. In the event the teacher sees a problem developing, the teacher should invite the parent or guardian in for a parent-teacher conference.

f. Refusal to accept corporal punishment will result in suspension.

SECTION 16. Students involved in disciplinary actions shall be allowed the choice of:

a. Accepting disciplinary measures determined by the teacher, Principal, or the Superintendent of Schools.

b. A suspension not to exceed ten (10) days with the length of the suspension to be determined by the school Principal and/or superintendent or designees.

c. An expulsion for the remainder of the current school term or school year, or an indefinite period of time, if the suspension exceeds ten (10) school days. An expulsion for the remainder of the current school term or school year or an indefinite period of time can only be administered by action of the Searcy Board of Directors. All suspended and/or expulsion absences shall be treated as unexcused and all work missed while on suspension and/or expulsion cannot be made up.

SECTION 17. The Board of Directors of the Searcy School District shall provide the parent and students of the district a copy of the student handbook that contains policies by which the school is governed. Parents and students will be made aware of the behavior that will call for disciplinary action and the types of corrective actions that may be imposed. Parents and students will document, in writing, evidence that they have received and understand the District’s Discipline Policies.

If a student has been assigned a suspension from school on a particular day(s) and the school has to be closed on that day(s) (i.e. Inclement Weather), the suspension day(s) will take place starting on the first day school resumes.

State and federal guidelines governing discipline of children with disabilities will be followed for children identified as disabled under IDEA and Section 504 of the Rehabilitation Act.

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. There will be one five (5) minute break during the session from 10:00-10:05.

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
6. Any other offenses more than three days suspension

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 3 days of In-School Suspension for all future offenses 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. The student will be suspended for 1 day each time a Saturday School is missed. These days are unexcused, no make-up work will be accepted.

ALTERNATIVE LEARNING ENVIRONMENT (AE)
The Alternative Environment (AE), operating under the supervision of the high school principal and a currently licensed highly qualified teacher, serves students in grades 9-12. The goal of AE is to provide intervention services designed to address students’ specific educational and behavioral needs.

The AE shall not be punitive but shall provide the guidance, counseling, and academic support necessary to enable students who are experiencing emotional, social or academic problems to continue to make progress toward educational goals appropriate to each individual student’s specific situation, characteristics, abilities, and aspirations.

To be an eligible AE student, a student must exhibit certain characteristics. Students will not be placed in AE for academic problems alone. A student may be enrolled in AE only on the referral of an Alternative Education Placement Team. To learn more about AE and placement criteria, please contact our office.

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 maybe 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.

SHORT TERM IN-SCHOOL SUSPENSION

**Purpose:** 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. Parents may choose Out-Of-School Suspension in place of In-School Suspension. 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. 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. 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 3:00 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 Student Discipline Policies Review Committee
The Searcy School District’s Student Discipline Policies Review Committee will meet annually to review school district discipline and school safety policies to ensure that they are consistent with state and federal laws and Arkansas Department of Education guidelines. Any parent, teacher, or student requesting consideration be given to revising policies or particular provisions of the policies should follow the procedures outlined in Board Policies BEA, Regular Board Meetings, and BEDI, Public Participation at Board Meetings.

LOCKER & PERSONAL SEARCH POLICIES

Lockers
Individual lockers will be assigned to students as they register. Students are responsible for their lockers and locker contents. Students are advised not to keep cash or other items of significant value in their school lockers. Students who damage their lockers will be expected to pay for the locker.

Locker and Personal Searches
School districts must create a climate in the schools that assures the safety and welfare of all students. School authorities may search a student’s locker or make a personal search and seize any illegal or contraband materials. Lockers belong to the school district; therefore, the locker and the student’s property in the locker are subject to periodic administrative searches. A particular locker search and/or a personal search will be conducted only if there is reasonable suspicion that a controlled substance, alcohol in some form, a gun, or other contraband material is present on campus. Searches will be made under the following conditions:

1. Locker Searches
   a. Students are informed, at the time the locker is issued, that lockers are owned by the school district and that school authorities have equal access to lockers.
   b. Only the building Principal or an official duly authorized for the purpose of conducting searches may do so. The search of a particular locker will only be made upon a reasonable assumption that the student is secreting evidence of an illegal act, contraband material or a school rule violation.
   c. Lockers will be checked periodically for cleanliness and organization.

2. Personal Searches
   a. A search of a student’s person shall be limited to a situation where the administration has reasonable belief that the student is concealing evidence of an illegal act, contraband material, or a school rule violation.
b. Dangerous items such as firearms, weapons, defined in ACT 590 of 1971, as amended; and other items that may be used to disrupt the educational process will be removed from the student’s possession and will be reported and transmitted to the proper authorities.

c. An adult witness shall be present when a personal search is conducted.

d. If a student objects to a personal search, he/she will be detained by school authorities, parent contact attempted, and proper law officials will be contacted and requested to come to school.

3. Use of a Sniff Dog

a. The use of a sniff dog may be used at any time to search school properties and vehicles within the confines of State Law. The only stipulation is that the Principal of the school being searched will be notified of the search upon arrival on campus.

b. Upon the request of the school Principal or other school officials, a sniff dog may be brought on campus to sniff student’s lockers and motor vehicles.

c. Upon any unusual behavior by the sniff dog, the Principal or other school official will record the locker number and/or motor vehicle license number. The Principal or school official shall ask those students having those locker numbers and/or automobile license numbers to open them for search. If the student refuses, the student’s parents or guardians will be asked to report immediately to school. When the parent or guardian arrives, the regulations concerning locker and personal searches will then be put in effect.

d. Students themselves will not be individually sniffed unless search warrant, for probable cause, has been obtained.

e. The sniff dog and its handler may make periodic unannounced visits to the schools and school activities.
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 Special School District-owned equipment and, specifically, to exclude those who do not abide by the Searcy Special School District's acceptable use policy or other policies governing the use of school facilities, equipment, and materials. Searcy Special 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 Special 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 Special 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 Special 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 Special 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 Special 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 Special School District network may not be used for downloading entertainment software or other files not related to the mission and objectives of the Searcy Special 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 Special 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 Special 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 Special 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 Special 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 Special 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.

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**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:

- Ten cents per day or two cents per period is charged for overdue books on over-night loan.
- 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.
Student Library Clearance
Grades will be held at the end of the year until a student clears his obligations in the library. If a student withdraws to enter a school other than the Searcy Public School System, he must return all library books and pay all outstanding fines before an official transcript of the student’s permanent record can be sent to the receiving school.

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 refuse to print 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
a. Students are expected to be respectful of others when they come to the library.
b. Students who abuse library privilege will be asked to leave and will be restricted from using the library before school and at noon.
c. 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.
d. 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.
e. 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.

Donations
Administration approval must be secured for the acceptance of money gifts for library materials. No gift will be accepted unless the donor is willing that the purchases meet library selection standards. Donations of books may be accepted provided they meet library selection standards and are approved by the administration.

HEALTH POLICIES

Admittance After Contagious Disease
A student, teacher, or employee of the Searcy Special School District who has suffered a contagious disease shall be readmitted only upon the presentation of a permit from a licensed physician of the state.
Medication Policy

Administration of medications by school personnel is a board approved procedure. Policy is instituted to meet the health requirements of the individual students during the school day, so they may attend school without jeopardizing their health or potential for learning.

School Personnel administering medication will include the school nurse or other unlicensed personnel that has been designated by the individual school principal and has been trained in the proper administration of medication by the school nursing staff.

Before assuming responsibility of administering medication, designated school personnel will make every effort to determine if the medication can be given outside of school hours. If the need for administration of medication to a student during school hours has been determined the following guidelines will be followed.

Guidelines for Administration of Medication

1. A written Physician’s order is required for ALL prescription medications to be given at school. A label on a prescription bottle may serve as a physician’s order. This is the responsibility of the parents to obtain.
2. All prescription medications MUST be in the original container with the proper instructions on the prescription label – student name, date prescription filled, doctor’s name, name of medication, dose, route, and frequency. “Take as directed” is NOT acceptable.
3. All medications will be given according to labeling directions on the container. ANY changes to original prescription label directions will require a written doctor’s order.
4. No medications ordered to be given 3 times a day or less will be administered at school unless specifically ordered to be given during school hours by the doctor.
5. All medications will be stored properly and placed in a locked cabinet in the nurse’s office. Students are not allowed to have medications in their possession while on school campus with the exception of but not limited to rescue inhalers and self-administered epi-pens. These types of medications also require a prescription to be on file at the school.
6. Accountability of controlled medications is required. When the parent/student brings the medication to the school nurse/office personnel, both the school nurse/office personnel and the parent/student MUST count and document the number of pills brought to school and sign their names. (See Medication Tracking Form)
7. For a student to receive over-the-counter (OTC) medication that is not provided by school, written parental permission is required. (See Medication Consent Form)
8. A requirement that the initial dose of a new medication MUST be given by the parent/guardian outside of the school setting.
9. The nursing staff strongly encourages parents NOT ALLOW their children to transport medications between home and school.
   This is for the protection of your child and other students.
10. All medications NOT picked up on the last day of school WILL be disposed of.
11. The school nurse will be notified immediately in the event of a medication error. The School Nurse will:
   a.) Notify the prescribing physician and follow his/her directions for appropriate interventions.
   b.) Notify the parent/guardian
   c.) Complete the medication error form and provide copies for the students file and the principal.

The following medications are provided by the school and may be given at the discretion of the nursing staff or other staff members that have been designated by the school principal.

- **Tylenol** tablets or liquid.
  a. ONLY given with the permission of the parent/guardian on the designated portion of the Emergency card and Health information form given out at the beginning of the school year.
  b. Only at the discretion of the school nurse will Tylenol be given BEFORE 10:00am or AFTER 2:00pm.
- **Benadryl** liquid
  a. given ONLY for allergic reactions
  b. NOT to be given for colds and congestion.
- **Benadryl spray** for minor rashes/itching
- **1% Hydrocortisone cream** for minor rashes/itching
- **Aloe Vera gel** for minor burns/sunburns
- **Tums** for upset stomachs
7. **First Aid supplies** for minor cuts/scrapes - antibiotic ointment; peroxide; alcohol; liquid bandage

8. **Orajel** for minor mouth or gum discomfort

9. **Artificial Tears** for minor eye irritation

**IMMUNIZATIONS**

General immunizations are required by A.C.A. §§20-7-109, 6-18-702, 6-60-501-504 and 20-78-206: No child will be admitted to a public or private school of this state, irrespective of grade or transfer, who has not been immunized or is not in the process of being immunized in accordance with the Arkansas Department of Health immunization schedule against Poliomyelitis, Diphtheria, Tetanus, Pertussis, Red Measles (Rubeola), German Measles (Rubella), mumps, Hepatitis B, and Varicella (Chicken Pox), meningitis (MCV4) & Hepatitis A. Each student will show evidence of completing the required immunizations. A child enrolling in a district school and living in the household of a person on active military duty has 30 days to receive his/her initial required immunizations and 12 months to be up to date on the required immunizations for the student’s age. Any waiver or exception to the immunization laws must be approved in writing annually by the Arkansas Department of Health and placed on file in the student health records at the school the child is attending.

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

RESPONSIBILITY FOR ENFORCEMENT OF THESE ACTS RESTS EQUALLY WITH EACH SCHOOL DISTRICT OF THIS STATE AND THE PARENT/GUARDIAN OF THE PUPIL, AND EACH OF THEM SHALL BE SEPARATELY AND INDIVIDUALLY LIABLE FOR PERMITTING ANY VIOLATION OF

Innoculations

No person shall be entered as a teacher, employee or student in a school of the Searcy Special School District without having first presented to the Principal in charge or the proper authorities a certificate from a licensed and competent physician of this State certifying that the said employee or student has been successfully inoculated against diseases as provided by the laws of the State of Arkansas.

**Protocol on Head Lice Infestation**

When a student is identified as being suspect for head lice infestation, the nurse will be notified and will check the student’s head as soon as possible. Because of the highly contagious nature of head lice, the following steps will be followed upon discovery of head lice or nits (eggs):

1. The parent or guardian will be asked to pick his/her child up from school.
2. The child’s hair must be shampooed with an approved treatment before returning to school. Proof of purchase must be returned with the child.
3. Fourteen (14) days after the initial discovery, the child will be checked again and sent home if not free of all signs of lice and/or nits.
4. The child must be accompanied to the school office by the parent and checked by the school nurse upon return and be found clear of lice/nits before returning to class.

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

**Personal Illness**

In order to provide our students with a healthy environment in which to learn, these guidelines should be followed:

1. If a child complains before school, take his/her temperature and keep the child at home if the temperature exceeds 99.9 degrees.
2. If a child complains with a stomach disorder such as nausea, vomiting or diarrhea, he/she should NOT be sent to school. Stomach viruses are contagious.
3. If a child has a rash of unknown origin or has a suspected condition (such as chicken pox, ringworm, pink eye), which may be contagious, DO NOT SEND HIM/HER TO SCHOOL UNTIL A PHYSICIAN HAS DIAGNOSED THE CONDITION.
4. If a student is sent home from school with fever, he/she should NOT return to school the next day. A child should be fever-free for 24 hours. (Being fever-free does not count if the child is given Tylenol, Motrin, and Advil of any kind. The child’s temperature MUST be down on its own).

5. If a student is sent home from school for vomiting or diarrhea, he/she should NOT return to school the next day. They should be free of vomiting or diarrhea for 24 hours without any medications.

Many times children become ill at school, and it is necessary for the school to notify the parents. The following criteria will be used as a guide to notify parents:
1. Fever of 99.9 degrees or higher.
2. Vomiting and/or diarrhea.
3. Symptoms of contagious conjunctivitis (pink eye). The student may return to school AFTER being on medication for 24 hours.
4. Symptoms of any contagious disease.
5. Serious injuries – deemed such by the teacher, principal, or school nurse.
6. Head Lice – MUST be nit-free BEFORE he/she can return to school.
7. Symptoms that the teacher, principal, or school nurse deem as a possible health risk to the students and/or other students/teachers in the school.


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 edible manipulatives 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 items will be provided annually by the Arkansas Child Health Advisory Committee).

MEAL CHARGES

PRACTICE: It is the practice of the Searcy Special School District to allow students to charge meals only on occasion when money is unavailable and the student would have to miss meal service. This is a courtesy extended to the student and should not occur on a regular basis.
PROCEDURES:

1. Charging of individual / a la carte items such as cup drinks, snacks and other "extra" items will **not be permitted in any situation**. To prevent excessive accrual of charges, only the lower cost meals (main line and chef salad / salad bar) will be permitted for charging. The **only** exception to this is during the **first two weeks of the school year** when applications for free and reduced priced meals are being processed. During this time, any "reimbursable" meal may be charged, including A la carte "Meal Deals".

2. Students will not be allowed to accrue meal charges greater than the dollar value of five (5) full-price lunches. The **only** exceptions to this are: (1) for the **first two weeks of the school year** when applications for free and reduced-price meals are being processed. (2) for students who have documented special dietary needs, certified as disabled, with an individualized health care plan addressing this topic. (Example: a diabetic or hypoglycemic student).

3. At the end of each semester, one week prior to "open campus" time (for Junior High, the last full week of school), NO charging will be permitted, even of the lower cost meals, unless prior arrangement has been made with the **Food Service Director**.

4. At the end of each semester, students will be asked to pay all meal charges before receiving their printed report card.

5. Meal charge collection will be included in the office "checklist" for any student transferring out of the district.

*This is a maximum of **$10.00** in meal charges for the 2013-14 school year, since the Main Line lunch price is $2.00.*
Making Life a Whole Lot Easier

With MyPaymentsPlus.com, you can:

MyPaymentsPlus has many other benefits:

Parents are encouraged to create a FREE account at:
www.MyPaymentsPlus.com

Signing up is FREE and easy!

MyPaymentsPlus
K-12 Online Payment System

MyPaymentsPlus
K-12 Online Payment System

Once you complete your free registration, enter your login information below.

Username:

Password:

www.MyPaymentsPlus.com
Welcome to our cafeteria! We have several options to offer and would love to serve you each and every day of the school year. The following information may be helpful when choosing your next meal with us:

**Breakfast (7:30 – 7:55 a.m. Daily)**

<table>
<thead>
<tr>
<th>Meal Option</th>
<th>&quot;Free&quot; Student Price</th>
<th>&quot;Reduced&quot; Student Price</th>
<th>&quot;Paying&quot; Student Price</th>
<th>&quot;Adult&quot; / Teacher Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Main Line”/District Menu:</td>
<td>$.00</td>
<td>$.30</td>
<td>$1.00</td>
<td>$2.00</td>
</tr>
<tr>
<td>Posted on the district website and printed in The Daily Citizen. A GREAT Value! NOTE: Various menu item “choices” are available as well.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lunch (Check schedule for lunch period)**

<table>
<thead>
<tr>
<th>Meal Option</th>
<th>&quot;Free&quot; Student Price</th>
<th>&quot;Reduced&quot; Student Price</th>
<th>&quot;Paying&quot; Student Price</th>
<th>&quot;Adult&quot; / Teacher Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;Main Line”/District Menu:</td>
<td>$.00</td>
<td>$.40</td>
<td>$2.00</td>
<td>$3.35</td>
</tr>
<tr>
<td>Posted in the cafeteria and on the district website, printed in The Daily Citizen and the the “Update” newsletter. At least 3 meal components must be chosen for this to be considered a “meal”, one of which MUST be ½ cup or more fruit or vegetable. (Ex: Tacos—meat &amp; bread—plus beans would count.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salad / Hot Food Bar:</td>
<td>$.00</td>
<td>$.40</td>
<td>$2.00</td>
<td>$3.35</td>
</tr>
<tr>
<td>A “serve yourself” option with some limitations. Maximum of one plate and 2 bowls of food items offered, limit of one entrée item such as sandwiches and casseroles. There is an extra charge for additional items. Numbers of packages of crackers or dressings may be limited to meet USDA calorie restrictions. As with the main line, 3 food components must be chosen to qualify as a “meal”. (Example: A plate with an entrée plus some fruit would count, but a plate of lettuce with a little cheese would not.) A la carte pricing will be used if too few food items are chosen.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>&quot;Meal Deal&quot;:</td>
<td>$.00</td>
<td>$.40</td>
<td>$3.00</td>
<td>$3.35</td>
</tr>
<tr>
<td>Consists of one a la carte entrée (see list below), at least 2 different vegetable items daily (1 potato + 1 other), two fruits or juices, and milk. At least 3 food components must be chosen to qualify as a “full” meal, one of which MUST be at least ½ cup fruit or vegetable. (Example: Chicken Sandwich—meat and bread—plus a baked potato—would qualify, but an order of tator tots plus fruit would not.) Cup drinks cost extra and may NOT be substituted for the milk. NOTE: If you have questions about what would &quot;count&quot; just ask the cashier.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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A la Carte Items Available *(VARIETY VARIES DAILY)*

These items are price individually as shown unless combined in a "meal deal" as described above.

<table>
<thead>
<tr>
<th>Entrees (include Whole Grain Rich items):</th>
<th>2.00</th>
<th>2.00</th>
<th>2.00</th>
<th>2.00</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chicken Strip Sandwich</strong></td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Breaded Beef Fingers with Bread Stick</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Cheese-Filled Bread Sticks (2)</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Chicken Pesto Flatbread</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Chicken Nuggets or Sticks</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Chicken, Popcorn or Asian Orange w/Roll or Bread Stick</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Chicken Sandwich (regular, grilled, or spicy)</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Cheeseburger</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Corn Dogs, Mini</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Crispito</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Egg Roll, Chicken/Vegetable</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Hamburger</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Macaroni &amp; Cheese (12 oz bowl)</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Nachos with Cheese (and/or Fajita Chicken)</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Pizza (all types, including Domino’s “Smart Slice)</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Shrimp, Popcorn</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
<tr>
<td>Yogurt (8 oz) with Granola</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
<td>1.75</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Vegetable Sides:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Baked Potato</strong></td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>French Fries (all types, baked-- only FRIED on FRIDAYS)</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Tator Tots</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Sweet Potato with Cinnamon &amp; Brown Sugar</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Mashed Potatoes with/without Gravy (large serving)</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
<td>1.25</td>
</tr>
<tr>
<td>Tossed Salad w/Romaine Lettuce</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
</tr>
<tr>
<td>Pinto/Refried/Green Beans or Glazed Carrots, Seasoned</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fruit Sides</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Various fruits offered Daily on Meal Deal</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Desserts, School-Made:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Cookies (1)</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
</tr>
<tr>
<td>Fruit Plates (apple/orange slices or grapes with dip)</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
</tr>
<tr>
<td>Fruit Plates, seasonal (Ex: strawberries or kiwi w/dip)</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Miscellaneous:</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Bottled Beverages (carbonated fruit juice, etc)</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
<td>1.00</td>
</tr>
<tr>
<td>Bottled Water</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
</tr>
<tr>
<td>Canned Beverages</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
<td>.75</td>
</tr>
<tr>
<td>Cereal Bars &amp; Other Whole Grain Packaged Snacks</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>Chips or crackers small bag</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
<td>.50</td>
</tr>
<tr>
<td>Ice or Water (in 12 oz cup)</td>
<td>.10</td>
<td>.10</td>
<td>.10</td>
<td>.10</td>
</tr>
<tr>
<td>Juice, 4 oz</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
</tr>
<tr>
<td>Milk, half-pint (carton)</td>
<td>.35</td>
<td>.35</td>
<td>.35</td>
<td>.35</td>
</tr>
<tr>
<td>Smoothie, “Jamba Juice”, various flavors (in 8 oz cup)</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
<td>1.50</td>
</tr>
<tr>
<td>Vegetables, “extra” from Main Line</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
<td>.40</td>
</tr>
</tbody>
</table>
The purpose of the Transportation Department of Searcy Public Schools is to provide the safest and most efficient transportation possible for those students who are to be transported between their homes and schools. This process is the responsibility of the entire community and requires the cooperation of all students, parents, school personnel, and citizens who drive on the streets in the presence of school buses.

Students and parents are asked to read these regulations carefully. They must be followed if we are to provide safe and efficient transportation for the students of this district.

**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.

**Student Parking Regulations**

The west parking lot and area south and east of the gymnasium is available for student parking. The area in front of the administration building and immediately in front of the gym is for faculty and visitor parking. Students who have special permission may be allowed to park in the parking area near the agricultural building (Hunter’s Cove). Students must have a parking permit to park a motor vehicle on school property. The cost of the parking permit is $10.00. Students should purchase parking permits when registering.

If extra activities involving organizations needing extra parking during normal school hours are needed, these times and occasions will be announced.

Students who fail to follow parking regulations or who violate traffic regulations may have their parking permits revoked. The parking lots and parking spaces on Ella Street are off limits to students before school, at lunch and during school hours. Students who park motor vehicles in these areas are to gather their belongings and exit these areas immediately.

Students driving automobiles, bicycles, or motorcycles to school must obey the following rules:

1. Obtain a parking permit: in order to do this you must have a valid Arkansas driver’s license.
2. Park and lock vehicle in the parking area. Leave the area as quickly as possible and go to the main campus.
3. SPEED LIMIT 10 MPH!
4. Smoking is not allowed within 300 feet of the driving area around of the school building.
5. Students who have been truant may not park on campus for a period determined by the Principal/Asst. Principal.
6. Students are not to go to the parking area during the school day without permission from the Principal or Assistant Principal.
7. Motor vehicles parked on campus may be searched if there is reasonable suspicion of concealment of evidence of an illegal act, contraband material, or a school rule violation.

**Loss of parking privileges could result if the above regulations are not followed.**

**Driver’s License**

Act 831/876 of 1991 and revised on 4/93: In order for a minor to obtain a driver’s license they must be properly enrolled in school and have a 2.0 grade point average.

**Driver’s License Revocation**

Act 876 of 1991: Students with an Arkansas driver’s license having excessive absences will be turned into the Department of Finance and Administration for license revocation.

Act 264 of 1993: Minors who commit crimes involving the use of weapons on school property or upon a school bus will have their driver’s license suspended.

**School Sponsored Out-Of-Town Trips**

Students making trips representing the school will use transportation designated by school officials. Students will return by same transportation. Additional information concerning this policy may be obtained from the Principal's office, the sponsor and/or coach. A teacher or teachers shall accompany students whenever students participate in school sponsored activities either on or off campus, both during and after school hours.
Field Trips
1. The school will not sponsor field trips or other excursions that involve transportation vehicles other than those furnished by the school. This regulation may have rare exception, on the junior and senior levels, with provision that adequate supervision is afforded and the trip cleared by the Principal and superintendent.
2. Departmental and class activities of the junior and senior high level will be furnished school transportation when the trip is considered desirable, practical, and educational by the teacher, Principal, and superintendent.
3. A teacher or teachers shall accompany students whenever students participate in school-sponsored activities either on or off campus, both during and after school hours.

CLUBS & ORGANIZATIONS

All activities of clubs, classes, organizations and the student council with particular emphasis on fund raising projects must be approved in advance by the Principal.

No club, organization, class, or student council may hold any meeting without the presence of its respective sponsor.

Initiation Regulations
1. Clubs and organizations at Searcy High School may only use constructive public service projects to initiate new members.
2. All activities of clubs and organizations must be cleared through the Principal’s office at least five days prior to that activity.

Organizational Fund Raising
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 school program. This saves much school time and relieves teachers and Principals of much responsibility not related to the educational programs of the district.

Fraternities, Sororities, and Secret Clubs
Searcy Public Schools will not allow or promote secret clubs, fraternities, sororities or other organizations. All organizations must be approved by the administration.

BETA CLUB
Grades: 10-12
Requirements: 3.25 GPA, Worthy character and attitude
Dues: New $15.00 Returning $15.00
Meetings: 3rd 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.

Activities: The band performs for pep rallies, halftime 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: Tryout
Sponsor: 9 Choate Room 202
         10-12 Cramblet Room Gym Annex
Cheerleaders promote school spirit, encourage good sportsmanship, and cheer in pep assemblies and games.

CHOIR
Grades: 9-12
Sponsor: Niederbrach Room 402
Activities: The choir competes for honors in Regional and State Choral Festivals, presents concerts, and other signing engagements throughout the community.
FAMILY, CAREER & COMMUNITY LEADERS OF AMERICA (FCCCLA)
Grades: 9-12
Requirements: Present and former FCS students
Dues: $10.00
Meetings: 2nd Wednesday at 7:30 AM
Sponsor: Johnston Room 104

Purpose and Activities: FCCLA became a national organization in 1945 to promote leadership and a greater appreciation of home and community life.

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: $10.00
Meetings: 4th Tuesday
Sponsors: Hester Room 201
Purpose and Activities: To give artistic students more opportunities to use their talent to benefit school and community. Projects include Adopt a Street program, sign paintings, pumpkin contests, donating Turkeys at Thanksgiving, etc.

FRENCH CLUB
Grades: 9-12
Requirements: Presently in French
Dues: $5.00
Meetings: 2nd Friday
Sponsor: Slaughter 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 w/A average
Dues: $10.00/ with fundraiser
$20.00/ without fundraiser
No Meetings
Purpose: To Honor high achieving students in French

FUTURE BUSINESS LEADERS OF AMERICA (FBLA)
Grades: 9-12
Requirements: Present or former Business students
Dues: $10.00
Meetings: 1st Wednesday 7:00 in Cafeteria
Sponsors: Akridge Room 206
Purpose and Activities: Service oriented to build a business background of work or furthering education. Angel Tree, canned goods for Thanksgiving, donations for Children’s Hospital, Fall Leadership Conference, District and State Leadership Conferences, Data Match, and Santa Paws are some of our activities.

FUTURE FARMERS OF AMERICA (FFA)
Grades: 9-12
Requirements: Presently in Agri
Dues: $11.00
Meetings: 1st Thursday at 7:30 AM
Sponsors: Mr. 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: 3rd Friday 7:30 AM in Cafeteria
Sponsors: Lightle Room 322
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
Meetings: Tuesdays
Sponsor: Dr. Watson Room 317
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: 2nd 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: 3rd Tues. 7:35 a.m. Room 309
Sponsors: Rose Room 309
       Webb Room 314
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 participate in at least two productions for a total of one hundred hours of work.
Dues: $20.00 National, $5.00 Local
Meetings: 1st Friday of Month 7:35 a.m.
Sponsors: Taylor Room 403
Purpose and Activities: focus on student’s achievements, involvement, and access to quality theater arts instruments. Organize outings to local and professional play productions and bi-monthly movie/improv/game nights. Attend State Thespian Festival to compete at a state and national level.

QUIZ BOWL
Grades: 10-12
Requirements: Try-outs, attend meets, study practice manuals; final eight members chosen based on overall performance during the year.
Sponsor: Joyner Room 321

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: 4th 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: 3rd Thursday 7:30 AM (or as needed)
Sponsors: Moseley Room 208
Purpose and Activities: Student Council is the major link between the student body and the faculty. Major projects include the Homecoming dance, giving Thanksgiving turkeys to school staff, and signing at rest homes during Christmas.

YOUTH TO YOUTH
Grades: 9-12
Requirements: Drug, Alcohol, &Tobacco Free, and participate in activities
Dues: New $7.00 Returning Member $5.00
Meetings: 2nd Thursday 7:30 AM
Sponsor: Butler Room 114
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
All students meeting eligibility requirements shall be eligible for participation in any and all extracurricular activities, assuming master schedule conflicts or other extenuating circumstances that prevent participation do not exist. Additional information on a specific activity may be obtained from the sponsor.

Eligibility for Participation in Extra-Curricular Activities

A. Junior High – A student promoted from the sixth to the seventh grade automatically meets the academic eligibility requirements. A student promoted from the seventh to the eighth grade automatically meets the academic eligibility requirements for the first semester.

The second semester eighth grade student and the first semester ninth grade student meet the academic eligibility requirements for junior high by successfully passing four (4) academic courses the previous semester, three of which shall be in the core curriculum areas specified by the Arkansas Department of Education’s Standards for Accreditation of Arkansas Public Schools.

First semester ninth grade students must pass four academic classes to be eligible second semester of the ninth grade.

Ninth grade students must meet senior high academic eligibility by the end of second semester in order to be eligible to participate the fall of their tenth grade year.

B. Senior High – The requirement for senior high (10-12) eligibility shall be:

- Passing four academic courses; and
- A minimum GPA of 2.0 based on the previous semester.

1. The student must have passed four academic courses in the previous semester. Any of these four courses for which concurrent high school credit is earned may be from an institution of higher learning recognized by the Arkansas Department of Education.

2. To participate in interscholastic competition, students passing four academic courses but failing to meet the 2.0 GPA must be enrolled in and attending 100 minutes per week a Supplemental Instruction Program meeting established criteria as approved by the AAA.

3. To continue to participate following the second semester in the SIP the student must have reached the 2.0 GPA. (Beginning January, 2003).

4. The student must have no unexcused absences for the current semester or its equivalent.

5. The student must have no school disciplinary action for the current semester. School disciplinary action may be defined by the school but, as a minimum, the policy shall state that a student has been disciplined when being placed on suspension where the student is out of school for a period of time.

6. The student must have no known criminal convictions.

7. The rule restricts a student to a maximum of two consecutive semesters in the SIP any time a student's GPA falls below a 2.0 for the previous semester.

Academic Course: An academic course is one for which class time is scheduled and which can be credited to meet minimum requirements for graduation; which is taught by a teacher required to have state certification in the course, and which has a course content guide approved by the Arkansas Department of Education.

Note: P.E. may be considered an academic course for one full credit within the 22 minimum credits. The first time a P.E. grade appears on the transcript in grades 9-12 is when it will be considered an academic course.

C. Alternative Course Credit – A student may satisfy the requirement by successfully completing the course(s) failed or courses(s) needed or equivalent course(s) in a summer term(s) or a correspondence course(s) approved by the Arkansas
Department of Education for granting credit for graduation requirements. Such credit shall be applied to the previous semester.

Note: When the same course is repeated, the former grade may be replaced. When a substitute course is completed, the grade shall be added to the courses for the previous semester and the GPA recomputed.

D. Special Education (Handicapped) – A student must have earned passing grades in four academic courses of the I.E.P. for the previous semester. In junior high three of the four courses must be in the core curriculum areas (Math, Science, English, Social Studies).

E. Changing Eligibility Status – A student may regain or lose academic eligibility the first day of classes in a new semester. Eligibility shall be determined twice per year, once at the beginning of the fall semester. (August/September) and once at mid-term (December/January)

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 manufacture of the drug or medication.

RANDOM TESTING PROVISIONS
The use or possession of illegal drugs or alcohol during school activities or prior to school activities 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 term.
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.

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 students affect academic growth. The misuse and abuse by family, teammates, schoolmates, or other significant persons in their lives affect others.

Purpose
The purpose 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 that 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, ECSTASY, PHENCYCLIDINE (PCP), QUALITATIVE THC, OPIATE CLASS, ETHYL ALCOHOL, and METAQUALONE

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 that 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 any unusual behavior or appearance.
3. The student shall be instructed to wash and dry his/her hands prior to providing the specimen.
   After washing his/her hands, the student shall not be outside of the presence of the observer and not have access to water fountains, faucets, soap dispensers, or cleaning agents until after the specimen has been provided and sealed. Only one 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 shall leave the stall.
5. At the collection site, toilet-bluing agents shall be placed in the toilet tanks, wherever 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 reasonable amounts 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 lace 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, and 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 expenses 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 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 permanently 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 at the student’s expense.

RANGE
All Athletes/Cheerleaders grades 7 thru 12

ADMINISTRATION OF TEST (WHEN)
1. All students entering the seventh grade through the twelfth grade that 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 eligible to participate in athletics he/she may be subject to a 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 not limited to a minimum of one 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 coach for a student athlete/cheerleader, for reasonable suspicion, can request a single test.

RECORDS
The Athletic Director or his/her designee in a separate file under lock and key shall maintain all records concerning chemical abuse testing. 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

ACADEMIC POLICIES & PROCEDURES

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

- **Sophomore:** 4 academic credits
- **Junior:** 10 academic credits
- **Senior:** 15 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, they must have 13 academic credits. Second-year-juniors seeking classification for senior year must have 18 academic credits.

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”.

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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 test 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.

Graduation Requirements
We, the teachers, counselors, and administrators of Searcy High School, have made every attempt to format our curriculum and diplomas to encourage all students to reach their fullest potential. Our goal is to instill positive work habits, adaptability, understanding, and the ability to live and work in a diverse, technological society. Therefore, we have established four diplomas to help students achieve and obtain these valuable traits:
1. High School
2. College Preparatory
3. College Prep Plus
4. Honor Graduate

Arkansas Code §6-15-2009 – High-Stakes End-of-Course Assessments
All students in grade nine (9) and below must take the end-of-course assessment for Algebra I. A student who does not attain the passing scale score on the Algebra I assessment shall participate in an individualized academic improvement plan which shall include remediation. The student shall successfully complete remediation provided by the Searcy School District before taking a third assessment. In order to graduate the student shall pass the class and remediation in order to receive academic credit.

Following are requirements for each graduating class. Feel free to contact us if you need more explanation.

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 4th 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)
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)
6 Electives
22 academic credits required for graduation

College Preparatory Diploma
4 credits of English (Honors 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); 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 honors or PAP); AND,
Biology (regular or PAP); AND,
Chemistry (Honors or PAP), OR Physics (honors), 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.
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)
4-6 Electives
22 academic credits required for graduation
### College Preparatory Plus Diploma

Minimum of 6 Honors/AP courses
* 1 Honors credit may be from 9th 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 62.

#### 4 Credits of English
(3 must be honors or advanced placement)

#### 4 Credits of Math
To Include:
- Algebra I (1 credit) OR Algebra A AND B (2 credits); AND, 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 honors or PAP); AND, Biology (regular or PAP); AND, Chemistry (Honors or PAP or AP), OR Physics (Honors 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

22 academic credits required for graduation

### Honor Graduate Diploma

Minimum of 8 Honors/AP courses
* 1 Honors credit may be from 9th grade
* 4 courses MUST be AP

3.50 Core GPA is required
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 63.

#### 4 Credits of English
(3 must be honors or advanced placement)

#### 4 Credits of Math
To Include:
- Algebra I (1 credit) OR Algebra A AND B (2 credits); AND, 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 honors or PAP); AND, Biology (regular or PAP); AND, Chemistry (Honors or PAP or AP), OR Physics (Honors 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

22 academic credits required for graduation

### Other information concerning Honor Graduates

1. Honor graduates, Valedictorian, and Salutatorian will be determined at the end of 7 semesters and status verified at the end of 8 semesters. Students will lose Honor Graduate status if they do not meet requirements at the end of 8 semesters.

2. Students may be added to the Honor Graduate status by attaining all requirements at the end of 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.

   - No “F’s”, “NC’s” nor “I’s” will be permitted on official transcript in any course, including non-college prep courses. “NC” will be figured into GPA as an “F”.

70
6. A student must be enrolled a minimum of four semesters in Searcy High School grades 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% of the senior class, then the core GPA requirement will be lowered to include the top 10% 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.

<table>
<thead>
<tr>
<th>Honors / AP Course Selections</th>
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<tbody>
<tr>
<td>English I H/PAP or Phys Sci H</td>
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<tr>
<td>English II H or PAP</td>
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<tr>
<td>English III H or AP</td>
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<tr>
<td>Eng IV H or College H or AP</td>
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<tr>
<td>College Algebra/Trig H</td>
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<tr>
<td>College Algebra/Statistics H</td>
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<tr>
<td>Pre-Calculus H</td>
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<tr>
<td>Calculus AP</td>
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<tr>
<td>Biology PAP</td>
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<tr>
<td>Chemistry H</td>
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<td>Chemistry PAP</td>
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<td>Chemistry AP</td>
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<td>Physics H</td>
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<td>Physics AP</td>
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<tr>
<td>Biology AP</td>
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<tr>
<td>Human Anat &amp; Phys H</td>
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<tr>
<td>College Biology/HA &amp; Phys H</td>
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<tr>
<td>American Gov’t PAP</td>
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<td>American Gov’t AP</td>
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<td>American History PAP</td>
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<tr>
<td>American History AP</td>
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<tr>
<td>French III PAP</td>
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<tr>
<td>French IV AP</td>
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<tr>
<td>Spanish III PAP</td>
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<tr>
<td>Spanish IV AP</td>
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</tbody>
</table>

Beginning with the graduating class of 2014, Economics (½ credit) will be required graduation credit as mandated by the Arkansas State Department of Education.

Beginning with the entering 9th grade class of 2014-15 school year, each high school student shall be required to take at least one digital learning course for credit to graduate (Act 1280 of 2013).
### Core GPA Worksheet for Class of 2014 and after

**CORE COURSES**
- **CIRCLE IF HONORS OR A.P.**

<table>
<thead>
<tr>
<th></th>
<th>1st SEM. GRADE</th>
<th># VALUE</th>
<th>CHECK HERE IF A.P.</th>
<th>2nd SEM. GRADE</th>
<th># VALUE</th>
<th>CHECK HERE IF A.P.</th>
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<td>PHYSICAL SCI. or HONORS</td>
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<td>PRINCIPLES OF TECH. I &amp; II</td>
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<td>PRE-CALCULUS HONORS</td>
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<td>SPANISH III PAP</td>
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<td>SPANISH IV A.P.</td>
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<td>FRENCH IV A.P.</td>
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</table>

**TOTALS FOR EACH COLUMN**

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**STEPS**

1. Using your most current transcript, write in the letter grade you earned for each semester of the courses you have completed.
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.
3. Total the numbers you assign in each column. Write your totals in the boxes at the end of each column as designated.
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.***
5. Count your number of check marks you marked for AP courses and put your total at the end of each column as designated.
6. Add all "totals" from steps 1 through 5 to obtain a number called TOTAL QUALITY POINTS. Write your total in the space provided:
   
   __________ TOTAL QUALITY POINTS

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:
   
   _____ TOTAL SEMESTERS ATTEMPTED

8. Use your calculator to divide. Round to the nearest ten thousandth:

   Total Sems. / Total Quality Attempted / Points
   THIS IS YOUR CORE GPA!

***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 course offered 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.
SMART CORE INFORMED CONSENT FORM
(GRADUATING CLASS OF 2016 AND AFTER)
FOR INFORMATION ONLY: Please see the Counselor’s Office to complete this 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.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. The parent must sign the separate Smart Core Waiver Form to do so.

SMART CORE CURRICULUM

English – 4 units
☐ English 9th grade
☐ English 10th grade
☐ English 11th grade
☐ English 12th grade or Transitional English 12

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science*) At least one MATH unit must be taken in Grade 11 or Grade 12.
☐ Algebra I (or Algebra A & Algebra B - Grades 7-8 or 8-9)
☐ Geometry (or Geometry A & Geometry B - Grades 8-9 or 9-10)
☐ Algebra II
☐ fourth math - Advanced Topics and Modeling in Mathematics, Algebra III, Calculus, Computer Science and Mathematics, Linear Systems and Statistics, Transitional Math Ready, Mathematical Applications and Algorithms, Pre-Calculus, or an Advanced Placement mathematics - Comparable concurrent credit college courses may be substituted where applicable.

Science – 3 units with lab experience (or 2 units with lab experience and 1 unit of Computer Science*)
☐ Biology – 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)
☐ Physical Science, Chemistry, or Physics – 2 units

Social Studies – 3 units
☐ Civics - ½ unit
☐ World History - 1 unit
☐ U.S. History - 1 unit
☐ other social studies - ½ unit

Oral Communications – ½ unit
Physical Education – ½ unit
Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)
Fine Arts – ½ unit
Career Focus – 6 units

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

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

By signing this form, I acknowledge that I have been informed of the requirements and implementation of the Smart Core Curriculum and am choosing the Smart Core Curriculum for my child.

__________________________________________________________
Parent/Guardian Signature
Date

__________________________________________________________
School Official Signature
Date

Arkansas Department of Education—May 19, 2015
SMART CORE WAIVER FORM
(GRADUATING CLASS OF 2016 AND AFTER)
FOR INFORMATION ONLY: Please see the Counselor’s Office to complete this 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.

Parents or guardians may waive the right for a student to participate in Smart Core and instead to participate in the Core curriculum. By signing this Smart Core Waiver Form, you are waiving your student’s right to Smart Core and are placing him or her in the Core Curriculum.

CORE CURRICULUM

English – 4 units
☐ English 9th grade
☐ English 10th grade
☐ English 11th grade
☐ English 12th grade or Transitional English 12

Mathematics – 4 units (or 3 units of math and 1 unit of Computer Science*)
☐ Algebra 1 (or Algebra A & Algebra B - each may be counted as one unit of the 4 unit requirement)
☐ Geometry (or Geometry A & Geometry B - each may be counted as one unit of the 4 unit requirement) (All math units must build on the base of algebra and geometry knowledge and skills.)

Science – 3 units (or 2 units with lab experience and 1 unit of Computer Science*)
☐ Biology - 1 unit (All students must have 1 unit in Biology, IB Biology, ADE Biology, ADE Approved Biology Honors, or Concurrent Credit Biology.)
☐ Physical Science, Chemistry, or Physics – at least 1 unit
☐ other ADE approved science

Social Studies – 3 units
☐ Civics - ½ unit
☐ World History - 1 unit
☐ U.S. History - 1 unit
☐ other social studies – ½ unit

Oral Communications – ½ unit

Physical Education – ½ unit
Health and Safety – ½ unit

Economics – ½ unit (may be counted toward Social Studies or Career Focus)
Fine Arts – ½ unit
Career Focus – 6 units

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

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

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 for my child. I understand the potential negative consequences of this action as outlined on this form.

_________________________________________________  ____________  ___________________________________________________
Parent/Guardian Signature                      Date                           School Official Signature                      Date

Arkansas Department of Education—May 14, 2015
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 to determine eligibility.

Literacy Skills Component
As an additional component of the Arkansas Academic Challenge “Lottery” Scholarship:
1. Each applicant for the scholarship shall agree that for each year the scholarship is awarded he or she may volunteer to serve as a literacy tutor for a minimum of twenty (20) clock hours each semester in a public school or a faith-based educational institution serving students in pre-kindergarten through grade six (Pre-K-6);
2. A recipient who agrees to volunteer as a literacy tutor:
   a. Shall complete the prerequisite training in literacy and college readiness skills provided under §6-82-1006(d) before he or she begins tutoring; and
   b. May receive college credit for the tutoring as determined by the institution of higher education awarding the scholarship; and
3. An enrolled college student who participates in the tutorial program and fails to meet the Arkansas Academic Challenge Scholarship academic eligibility requirement for the fall or spring semester shall be given the probationary opportunity during the subsequent spring or summer term to continue his or her education and improve academic performance prior to losing scholarship funding in the subsequent semester.

A recipient who agrees to volunteer as a literacy tutor under §6-82-1005(e) shall receive the prerequisite in literacy and college readiness from an accredited Arkansas institution of higher education. The Department of Education shall develop the training modules for the prerequisite literacy training.

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 12th grade scholars will be those students who have met Honor Graduate status at the conclusion of seven semesters.

Smart Core Curriculum Policy
Beginning with the Searcy High School graduating Class of 2010, all students will participate in the Smart Core curriculum unless the parent or guardian waives a student’s right to participate. In the case of a waiver, the student will be required to participate in the Core curriculum.

During the student’s eighth grade year, a four-year plan for high school is developed with parent and student. The four-year planning process includes a review of the Smart Core and Core curriculum requirements for graduation. Parents are required to sign the Smart Core Informed Consent Form indicating the parent’s choice of the Smart Core or Core curriculum. The parent may request a change in the informed consent agreement provided the new required curriculum can be completed by the end of the senior year. A request to change the informed consent agreement must be made in written form to the high school counselor.
The signed informed consent form will be included with the student records. The informed consent form will be included in the documentation provided to other school districts when students transfer.

The Smart Core Curriculum Policy and Informed Consent Form will be included in Student Handbooks for grades 5-12. Additionally, information will be provided annually in the school district newsletter and on the school district local television channel.

A review of the Smart Core Curriculum Policy will be conducted annually for all certified staff for grades 5-12. The Searcy School District Student Handbook Review Committee meets annually to review/revise student handbook policies.

4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS
FOR THE CLASSES OF 2015, 2016, AND 2017

All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are 18 years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student’s permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the students’ permanent records. This policy is to be included in student handbooks for grades 6-12 and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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

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

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

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

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

GRADUATION REQUIREMENTS

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit
Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
- Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10
*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the graduation requirement, but only serve as one unit each toward fulfilling the Smart Core requirement.
- Algebra II
- Beyond Algebra II: this can include Pre-Calculus, Calculus, AP Statistics, Algebra III, Advanced Topic and Modeling in Mathematics, Mathematical Applications and Algorithms, Linear Systems and Statistics, or any of several IB or Advanced Placement math courses
(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: a total of three (3) units with lab experience chosen from
One unit of Biology; and
Two units chosen from the following three categories (there are acceptable options listed by the ADE for each)
- Physical Science
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units
- Civics one-half (½) unit
- World History - one unit
- American History - one unit

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

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

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

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

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

CAREER FOCUS: - Six (6) units

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.

CORE: Sixteen (16) units

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

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

Mathematics: four (4) units
- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
(Comparable concurrent credit college courses may be substituted where applicable)
*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.

Science: three (3) units
- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science
Social Studies: three (3) units
- Civics one-half (1/2) unit
- World history, one (1) unit
- American History, one (1) unit

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

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

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

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

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

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

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.

**Schedules**

All students must be enrolled in seven (7) class periods with the exception of concurrent college students and work program students. Only one study hall will be permitted.

**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 1st 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

**Teacher’s Aides**

All students requesting to be a teacher’s aide must be enrolled in five academic subjects. An exception will be a senior enrolled in four academic courses with a minimum of three honors or AP courses. All teachers requesting aides must have requests approved by the administration. Students that are teachers’ aides are responsible to that teacher during that period. This means the aide is not free to roam the halls or disturb classes that are in progress. If your supervising teacher is absent from campus, you are to report immediately to the office.

**Concurrent/Dual Enrollment**

Consistent with Act 60 of 1989, any Searcy High School student grades 9-12 who enrolls in and successfully completes a course(s) offered by a publicly supported community college or four year college or university shall be entitled to receive both college and high school credit, including credit toward graduation. “Endorsed concurrent enrollment course” means a college level course offered by an institution of high education in this state that upon completion would qualify for academic credit in both the institution of higher education and a public high school that:

(A) Is one (1) of the (4) core areas of math, English, science and social studies;
(B) Meets the requirements of 6-16-1204(b); and
(C) Is listed in the Arkansas Course Transfer System of the Department of Higher Education.

The following regulations will apply to awarding the high school credit:
a. Simultaneously with college courses taken during the fall and spring terms any student grades 9-11 must be taking at least four (4) high school courses which count toward graduation and any senior must be taking three (3) high school courses which count towards graduation.

b. A student may earn high school credit for college courses taken during the summer terms immediately preceding the freshman year and thereafter.

c. Three semester hours of college credit will be the equivalent of one unit of high school credit. Four-hour and five-hour courses will also be the equivalent of one unit of high school credit. One-hour and two-hour courses will not equate to high school units.

d. A student may earn a maximum of 7 ½ units in concurrent college courses.

e. A student may receive credit for a course required for high school graduation under the following conditions:
   1. The student submits a written request to substitute a college course in place of a required high school course. (Form A)
   2. Searcy High School certifies that the content of the college course meets or exceeds the requirements of the high school course.
      In the case of freshman English and English IV, the method listed above may apply, or if the student has an ACT or SAT score which meets or exceeds the cut-off score for remedial English placement, freshman English may be substituted for English IV.
   3. High School credit will be applied upon receipt of transcript from the college at which student is concurrently enrolled. The earned grade will be added to cumulative GPA.

f. A student may enroll in concurrent courses and choose not receive high school credit.

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.

Academic Improvement Plan / Retention Policy
As required by state law, beginning with the 2005-2006 school year, any student in grades three through eight (3-8) failing to achieve at the proficient level on the state mandated Criterion Reference Test (CRT), and any student in grades kindergarten through two (K-2) failing to score at the proficient level on the state mandated Norm Reference Test (NRT), shall be placed on an Academic Improvement Plan (AIP).

As required by state law, beginning with the 2005-2006 school year, any student in grades three through eight (3-8) identified for an Academic Improvement Plan (AIP) who does not participate in the remediation program as outlined in the AIP shall be retained unless the student scores at the proficient level on the next scheduled Criterion Reference Test (CRT).

As required by state law, beginning with the 2005-2006 school year, any student not proficient on the End-of-Course tests or on the high school Literacy test shall participate in a remediation program to receive credit in the corresponding course.

Homework Policy
The Searcy Board of Education has established the following statements of policy concerning homework:
   1. Homework is a flexible and individual instructional responsibility of the teachers of the Searcy Public Schools.
   2. Because of the individual differences and needs of students, it is unsound to require or expect all students to experience the same kind of homework in connection with their school instruction. Purposeful homework varies
from day to day with each student, depending upon his/her educational capacity, potential, and need. In elective subjects at the secondary level, students in any class or subject should, in general, experience the same kind of assignments.

3. In addition to the foregoing description of the nature of homework to be practiced by teachers of the Searcy Public Schools, whenever homework is given as an assigned oral and/or written responsibility for the students, such homework will be the basis of one or more of the following purposes:
   a. Drill and additional practice to strengthen new skills introduced in the classroom.
   b. Complete unfinished classroom assignments.
   c. Work on projects of short-term and/or long-term nature.
   d. Participation in research activities in locating facts and data.
   e. Expanding reading for pleasure and enjoyment
   f. Guided reading of library books.

Whenever homework exists in the Searcy Public Schools, it will always supplement, complement, and reinforce classroom teaching and learning.

The suggested minimum and maximum times for homework at the high school level will be: Minimum-90 minutes, Maximum-2:15 hours, Maximum per week-6 hours. Students in AP classes may be required to utilize additional time for homework.

Parents and Homework
Parents are constantly asking classroom teachers how they can best help their children with their homework assignments. The following suggestions are provided:

1. Provide a suitable place for study or work; establishing a study time.
2. Give encouragement and show interest in what their children are doing.
3. Supervise and guide, rest, eating, and play habits. Check the amount of time the child is spending in front of the television set.
4. Show patience and kindness in offering help.
5. Assist with drill work when asked.
6. Understand the physical, emotional, social, and mental needs and characteristics of growing children.
7. Understand the teachers and school’s aims and objectives for the students.
8. Help other members of the family to adjust their activities so that they will not interfere with the student’s study time.

Grade Policy
All grades reflect academic work only.

Internet Grade Access
Student grades are available for parent viewing via an internet website provided by Edline. 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 Edline 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 (9th), Tenth (10th), and Eleventh (11th) 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 (12th) grade students will be exempted from 1st and/or 2nd 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.
Summer School Policy
Searcy High School may provide summer school for students to gain credit recovery in English & Math.

Rules governing dress code and discipline apply to summer school.
- Shorts must not be shorter than 3 inches above the knee.
- No tank tops or spandex, etc.
- No hats, caps, or sunglasses, no clothing with vulgar or objectionable words or symbols, no symbols or advertisements that depict anything illegal for a minor.
- No weapons, dangerous instruments, contraband, and paging devices.
- No gambling, indecent, and immoral acts.
- No tobacco products of any kind.
- No damage or destruction of school, private, or public property.
- No visitors are allowed on campus during summer school classes.

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.

Attendance—Arkansas State Law says that a minimum of 60 classroom hours in a single course must be attained before ½-credit is given. If absent from summer school more than 5 hours in a ½ credit class—no credit will be given, and no refund of summer school tuition. Any time missed in summer school must be made up until a total of 60 classroom hours have been accumulated.

A total of 3 hours may be missed without paying extra if the minutes are excused by the administration. All unexcused minutes and any excused minutes over 3 hours must be paid in addition to the tuition at the rate of $20.00 per hour. At the end of the summer term each student will be given a statement telling how many minutes must be made up and what extra fees are owed if any. The minutes owed will be broken down into quarter hours. $5.00 for a total of 1 minute to 15 minutes, $10.00 for a total of 16 minutes to 30 minutes, $15.00 for a total of 31 minutes to 45 minutes, and $20.00 for a total of 46 minutes to 60 minutes.

Non-Tuition Students- The district will absorb the tuition cost for students who have an approved free or reduced lunch application on file for the school year preceding the summer school to attend.

The Family Education Rights and Privacy Act of 1974 (Public Law 93-380) states in part, “All academic and personal records pertaining to individual students are confidential and can only be inspected by students, parents, and school officials.” The Searcy School District has adopted the following regarding access to student records in compliance with the Family Education Rights and Privacy Act. Student records include files, documents, tapes, films, and etc., which contain personally identifiable information directly related to an individual student. Student record guidelines are as follows:

1. Collections and Maintenance of Records.
To promote the educational progress of students it shall be the policy of the Searcy Board of Education to collect and maintain an accurate cumulative record of relevant data on each student enrolled in the Searcy Public Schools. The major purpose of the cumulative record is to provide information, which can be used to develop the best possible educational program for each student enrolled in the Searcy Public Schools.

The Principal shall be responsible for the collection and management of the records for his/her school and shall have the overall responsibility for maintaining and preserving the confidentiality of the student records in his/her school. The Principal is responsible for reviewing the records from time to time and for deleting any outdated information they may contain. The school Principal is also responsible for granting or denying access to such records.
2. **Parent’s Rights to Inspect and Review Student’s record.**
   The parents or legal guardian of a student shall have the right to inspect and review any and all official records, files, and data directly related to their children, including all material that is incorporated into each student’s cumulative record folder. When any student has reached the age of eighteen (18) or is attending an institution of post-secondary education, the law states that “the rights accorded to and the consent required of the parent of the student shall thereafter only be accorded to and required of the eligible student.” All persons, parents or legal guardians, agencies, or organizations desiring access to the records of a student shall be required to sign a written form. The specific interest that each person, agency or organization has in seeking this information shall be so indicated on the form.

3. **Interpreting Student Records.**
   A school staff member, competent in interpreting student records, shall be present, if so requested by the parent or guardian, to explain the meaning and implications of the student records, and shall initial the request form. The student and his parents or legal guardian shall have the right to make written objection to any information contained in the records. Any written objection must be signed by the person or persons making the objection and filed with the school Principal within five (5) days after reviewing the records.

4. **Hearing to Challenge Content.**
   The person or persons making the objection shall have an opportunity for a hearing to challenge the content of their child’s school record with the school Principal and other staff members who furnished or entered data in the student’s record. If the objection is not satisfactory settled, the next level of appeal will be for a hearing with the Searcy Board of Education.

5. **Access to Student Records.**
   The school may, without the consent of parents or students, provide access to a student’s cumulative record file to:
   a. Other school staff members within the Searcy Special School District who have legitimate educational interest. All school personnel desiring access to student records shall sign a written form that shall be kept permanently on file indicating specifically the educational interest they have in seeking this information.
   b. Authorized representatives of the United States, or state educational authorities, which may be necessary in connection with the audit, and evaluation of federally supported educational programs and enforcement of the Federal legal requirements that relate to such programs. Data collected by such officials with respect to individual students shall not include information that permits the personal identification of individual students or their parents or guardians.
   c. Provide information in connection with a student’s application for, or receipt of, financial aid.

6. **Transfer of Records**
   A student’s records may be transferred to officials of a school to which the student intends to enroll upon the condition that the student’s parents be notified of the records transfer, receive a copy of the records, if requested, and have the opportunity for a hearing to challenge the content of the records. A student’s records shall be made available in compliance with a judicial order or pursuant to any lawfully issued subpoenas in advance of compliance by the school district.

7. **Anonymous Data**
   The school may provide anonymous data from its record for outside research purposes, without consent, under conditions where likelihood of identifying any individual because of his/her unique characteristic is negligible.

**Act 688- 1994** A school district shall attach a seal, stamp, or other symbol to transcripts and diplomas awarded to high school students who have completed the core curriculum with a minimum grade point average (GPA) of 2.75 on a 4.0 scale.

**Parents Right to Deny Information**
You have the right to deny the release of your child’s information including name, address, and telephone number, to military recruiters and/or higher education that request this information.
If you do not consent to the disclosure of this information you must fill out the request form at the end of this handbook and return it to your child’s guidance counselor by October 12. If you do not return the form by this date, we will release your child’s information upon request. However, please be aware that if you choose not to return the form at this time, you may do so at any time during your child's school career and the request for non-disclosure will be honored from that point forward.

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 three 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:

FRESHMAN
- The Guidance Center’s doors are always open to assist freshmen with personal, social, and academic concerns.
- Interpretation of 8th Grade Benchmarks provided in September.
- The Guidance Center sponsors the “Making High School Count” assembly.
- 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.
- Iowa Test of Basic Skills will be given in the Spring.
- End of Course Exam for students in Algebra I and Algebra I B will be in the Spring.
- End of Course Exam for students in Geometry will be in the Spring.
- Pre-Registration for sophomore classes starts in early 2nd 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.

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.
- All English II PAP students are encouraged to take the PSAT in October for practice. This helps the counselors know who needs to take it as juniors for National Merit Scholarship possibilities. The cost TBA.
- 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 PLAN (pre-ACT) will be given to all sophomores in the Fall.
Students will take Kuder interest, skills, and values inventories in December.

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 PLAN and PSAT results will be provided for students in January.

Pre-Registration for junior classes early in 2nd semester.

End of Course Exam for students in Algebra I and Algebra I B will be in the Spring.

End of Course Exam for students in Geometry and Geometry B will be in the Spring.

Sophomores taking College Algebra as a junior should take the ACT no later than April.

**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 the 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 2nd 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.
- End of Course Exam for students in Geometry and Geometry B will be 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.
- Making College Count assembly helps seniors prepare for college and success in life.
- 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.
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, and assemblies. All students are encouraged to use the website that Workforce Department of Education provides free of charge www.ark.kuder.com Each student is given a user name and password in career orientation class which allows him or her to use this program on any computer at school or home throughout 8-12 grades.

We encourage students to come to the Guidance Center to use the following materials:

1. Career videos
2. Career pamphlets
3. Specific career books
4. Career briefs
5. Career 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.
SEARCY HIGH SCHOOL
FOUR YEAR EDUCATIONAL PLAN

YEAR OF GRADUATION ____________    NAME ______________________________________

CAREER FOCUS ________________    DIPLOMA TYPE __________________________________

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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 HONORS (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:
A. Recommendation of counselor or teacher
B. 8th grade honor's English
C. "C" or better English grades
D. Completion of summer assignment

This class is a prerequisite to English II PAP. In addition to the requirements of the English I honors curriculum, research methods will be stressed in the completion of a research paper on a selected author, which will continue in the next level of PAP. 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 is composed of composition with emphasis on usage and world literature. Research skills are introduced. 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 II HONORS (10)
1 year/1 Academic Credit
Honors
Prerequisites:
A. English I Honors recommended
B. "B" or better in English
C. Teacher recommendation
As an extension of English II, Honors classes will develop SAT-related vocabulary skills, review grammar skills, and enhance writing skills through research and revision practice. Literature will include detailed analyses of the elements of the short story, poetry, drama, and the novel with selected works consisting of *Julius Caesar*, *The Pearl*, *Animal Farm*, *Edith Hamilton’s Mythology*, or other appropriate material, their works and skills in writing about literature.

ENGLISH II PAP (10)
1 year/1 Academic Credit
Honors
Prerequisites:
A. English I PAP recommended
B. "C" or better English grades
C. Teacher Recommendation
A prerequisite to AP III or IV, this class will prepare students to succeed in the College Board AP curricula. Students will write in response to literary works including *Wuthering Heights*, *Julius Caesar*, and *The Merchant of Venice*, *Our Town*, *The Pearl*, and *Animal Farm*. Research methods will be stressed in the completion of a critical review with students selecting an author to begin a three-year, in-depth-study which will conclude
with the senior synthesis paper. Students enrolling in this course should be adept in grammar and writing skills.

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 HONORS (11)
1 year/Academic Credit
Honors
Prerequisites:
A. English II Honors or Pre-AP recommended
B. "B" or better in English
C. Teacher recommendation
An alternative to English III AP, Honors 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 Honors 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 (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:
A. English II Pre-AP
B. "C" or better English grades
C. Teacher Recommendation
Based on the directives of the College Board, English III AP will prepare students to complete successfully the AP exams in May in order to receive credit for Freshman English in college. The weighted class requires students to read extensively and listen and write analytically about classical American literature including those read in English III Honors as well as A Tale of Two Cities, The Scarlet Letter, and The Sun Also Rises or other appropriate material. Emphasis will be upon the author's style, diction, purpose, audience, and use of rhetoric. The research paper unit will continue the work begun in Pre-AP English II by requiring additional readings and analyses of works of that same author.

ENGLISH IV (12)
1 year/1 Academic Credit
Prerequisites: English III
English IV is composed of composition focusing on three-point essays and analysis with emphasis on the final product. 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 HONORS (12)
1 year/1 Academic Credit
Honors
Prerequisites:
A. English II Honors or Pre-AP
B. English III Honors or AP
C. "B or better English grades
D. Teacher recommendation
Senior Honors classes 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 for college applications, job resumes, and scholarships. An independent, seminar-type approach will be taken to the required research paper. Specific literary units will include: Much Ado About Nothing, King Lear, A Painted House, Song of Solomon, and The Great Gatsby.

ENGLISH IV COLLEGE HONORS (12)
1 year/1 Academic Credit/6 Hours (one academic credit will be awarded for every 3 hours of college credit earned)
Freshman English I and II
Honors
Prerequisites:
A. ACT score of 19+
B. Teacher recommendation
C. Parental consent
D. 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. 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. Students will complete approximately eleven essays, one of which will require research. 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, Portrait of An Artist as a Young Man, and selections from modern short stories and poetry. A well-documented, literary-based research paper will be required.

ENGLISH IV AP (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:
A. English II Pre-AP
B. English III AP
C. "C" or better English grades
D. Teacher recommendation

As a continuation of the skills stressed in English III AP, the senior AP Literature class will further prepare the students to complete successfully the AP exam in May for collegiate credit. The weighted class emphasizes world literature with in-depth analyses of approximately twenty novels and plays as well as various short stories, poems, and essays. Each unit will require an out-of-class essay on character, theme, criticism, or other literary element as well as an in-class essay upon completion of the unit. A synthesis paper will be completed during the second nine weeks, which is the culmination of the student’s research on a specific author and six of his/her works that was begun during the Pre-AP II. This class is recommended only 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 1-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.

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 Algebra IB

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.
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
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 (1st 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 (2nd 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 logarithmic 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.

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 HONORS (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, protests, fungi, plants, and animals.

**BIOLOGY PAP (10)**
1 year/ 1 Academic Credit
Honors
Prerequisites:
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 HONORS (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:
A. 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:
B. Successful completion of PAP 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 HONORS (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.

**PRINCIPLES OF TECHNOLOGY I (11–12)**
1 year/ 1 Academic Credit
Prerequisites: Algebra I or Algebra I-B
Principles of Technology I is an applied physics course that combines strong math skills with basic physics principles. Algebraic formulas are used on a daily basis to solve physics story problems that teach force, work, rate, resistance and energy. The four energy systems studied in depth through each of these concepts are mechanical, fluid, electrical and thermal. Mathematical concepts are taught and practiced before they are investigated in lab situations. This course is designed to better equip students expressing an interest in a technical career or post high school job in industry.

**PRINCIPLES OF TECHNOLOGY II (11–12)**
1 year/ 1 Academic Credit
Prerequisites: Principles of Technology I
Principles of Technology II is a more individualized and student-driven applied physics course for only those students who have passed both semesters of PT I. The physics principles investigated in PT II are more in-depth than those in PT I and the student is expected to retain major concepts taught in PT I. The four energy systems will be investigated further as they relate to energy, power, force transformers, momentum, waves and energy converters.

**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.
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.

BIOLOGY AP (11–12)
1 year/ 1 Academic Credit
Weighted AP
Prerequisites:
A. (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.

PHYSICS AP (11–12)
1 year/ 1 Academic Credit
Weighted AP
Prerequisites:
A. 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. For the
graduates of 2013-15, we will continue to offer the PAP
American Government course as a springboard to the
AP history courses.

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/CIVICS (11)
1 year/ 1 Academic Credit
Prerequisites: None
American Government is a study of the theories of
American government and the practicalities of American
citizenship. Important concepts of this course include:
the systems and workings of government on the federal,
state, and local levels; citizen participation in
government; and constitutional rights.

AMERICAN GOVERNMENT AP (11)
1 year/1 Academic Credit
Weighted AP
Prerequisites:
A. Recommended grade of B in PAP American
   History or PAP Gov’t 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
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
Introduction to basic vocabulary, pronunciation, and use of classroom performance rubrics.

Students may have the necessary reading, writing, and speaking skills 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 IV AP  (11–12)
1 year/1 Academic Credit
Prerequisites:
A. French I & II with recommended grade of C

French IV AP is a two-semester course that builds 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 direct influence of these choices on occupational goals and future earnings potential.

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:
A. French III PAP & English III with recommended grade of B

AP French III 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. The student must be willing to spend time outside the class for additional language practice.

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:
A. 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.

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:
A. 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 may have the option to pay tuition to ASU-Beebe for 6 hours Spanish I and II 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.

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.

GRAPHIC ARTS (11-12)
1 year/ 1 Academic Credit
Prerequisites: See Counselor
Graphic Arts is a one-year course emphasizing The Principles of Design and the integration of the Elements of Art. Students develop various methods of graphic communication. Students begin by observing, analyzing and critiquing professional artwork and graphic design thereby developing an awareness and appreciation for contemporary design in today’s global environment. A rigorous framework of reading, writing and design exercises enable each student to develop a foundation of techniques and skills applied to assigned projects. Students are required to critique and evaluate their own graphic designs and artwork. The goal is to enable understanding and unique creative problem solving manifested in each graphic design project and presentation.

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 (9th grade)
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 All Region Orchestra.

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 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: Orchestra I
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

DRAMA SURVEY (9-12)
1 Semester/.5 Academic Credit
Prerequisite: None
Drama Survey will serve as an introductory course to Drama. It is a performance-oriented course for students who have an interest in developing communication skills. The unit of study includes Creative Theatre and Oral Interpretation in the Theatre.

DRAMA I (9-12)
1 year/ 1 Academic Credit
Prerequisites: None
Drama is a performance-oriented 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.

THEATER PERFORMANCE I (10-12)
1 year/1 Academic Credit
Elective
Prerequisites: Drama I and Teacher Recommendation
The purpose of this class is to develop the acting talent of each student through acting exercises and the study of various acting methods. Students will prepare competitive entries for the Drama Tournaments and Thespian Festival throughout the year. Each student will prepare a portfolio piece they can use for scholarship auditions, play auditions and competition. The year will culminate with the opportunity to participate in Short One Acts directed by their senior peers. Students are required to attend 4 tournaments and the State Thespian Festival where they will compete in individual and Group One Act events. Prepare a One Act for the February Dinner Theater.

STAGE PRODUCTION I (10-12)
1 year/1 Academic Credit
Prerequisites: Drama I and Teacher Recommendation
The course centers around the technical aspects of Theatre such as learning how to design and build sets, lights, costumes, and publicity. Students will play an active role in the creative and development process of a Fall Show and the February Dinner Theater. Students will compete in costume, publicity, and set design at the State Thespian Festival in the Spring. Studies of the structure and styles of Drama will also be included. Requirements: Attending the Thespian Festival and working one night of the February Dinner Theater.

THEATER PERFORMANCE II (11-12)
1 year/1 Academic Credit
Elective
Prerequisites: Stage Production I and Teacher Recommendation
This course allows the student to take more of a leadership role in the technical aspects of Theatre. They will bear the responsibility of designing sets for the year and mentoring younger students through the process. In addition to participating in all Stage Production I activities, Stage Production II students will be given more in-depth study of the aspects of lighting, sound, costuming, and publicity. Time will be spent learning the many opportunities for applying these technical skills in jobs in a professional theater. Requirements: Students will be required to attend the Thespian Festival and work one night of the February Dinner Theater.

STAGE PRODUCTION II (11-12)
1 year/1 Academic Credit
Prerequisites: Stage Production I and Teacher Recommendation
This course allows the student to take more of a leadership role in the technical aspects of Theatre. They will bear the responsibility of designing sets for the year and mentoring younger students through the process. In addition to participating in all Stage Production I activities, Stage Production II students will be given more in-depth study of the aspects of lighting, sound, costuming, and publicity. Time will be spent learning the many opportunities for applying these technical skills in jobs in a professional theater. Requirements: Students will be required to attend the Thespian Festival and work one night of the February Dinner Theater.

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
Offered 05-06, 09-10
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
Offered Even Years
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
Offered Even Years
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 affects on the environment, the latest advances in technology and potential career opportunities.

ANIMAL SCIENCE (10-12)
1 Semester/ .5 Academic Credit
Prerequisites: None
Offered Odd years
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 is required of all students before taking any business 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.
WORD PROCESSING I (9-12)
1 Semester/ .5 Academic Credit
Prerequisites: Keyboarding
Word Processing I is a one-semester course designed to provide students with entry-level skills in word processing concepts, operations, text manipulations, and production of business documents using Microsoft Office XP. In addition, training in basic word vocabulary skills; mechanics of punctuation and grammar; format and style, and proofreading, editing, and reviewing business documents is included in the course.

WORD PROCESSING II (9-12)
1 Semester/ .5 Academic Credit
Prerequisites: Word Processing I
Word Processing II is a one-semester course designed to provide students with competencies in word processing concepts. Emphasis is on production of business documents and applications including formats, creating, and maintaining files, repetitive documents, revising and printing.

BUSINESS APPLICATIONS (9-12)
1 year/ 1 Academic Credit
Prerequisites: Keyboarding
CT: Business Applications is a two-semester course using the integrated software package Microsoft Office XP. The word processor (Word) enables you to create documents such as letters and reports. The spreadsheet application (Excel) lets you work with numbers to prepare items such as budgets or to determine loan payments. The database application (Access) organizes information such as addresses or inventory items. The presentation application (Power Point) can be used to create slides, outlines, speaker’s notes, and audience handouts. The schedule/organization application (Outlook) increases your efficiency by keeping track of e-mail, appointments, tasks, contacts, events, and to-do lists. We briefly look at desktop publishing (Publisher) and Web page application (Front Page).

DATABASE APPLICATIONS/ ACCESS (9-12)
1 year/ .5 Academic Credit
Prerequisites: Keyboarding
Database Applications is a one-semester course in which students learn to organize data; create, search, and query databases; and use integrated software to combine database with word processing and mail merge.

SPREADSHEET APPLICATIONS/EXCEL (9-12)
1 Semester/ .5 Academic Credit
Prerequisites: Keyboarding
Spreadsheet Applications is a one-semester course in which students use computer programs to analyze quantitative data. Emphasis is placed on the role and value of spreadsheets, financial reporting, budgeting, planning, and forecasting.

DIGITAL COMMUNICATIONS I (10-12): Digital Layout and Design.
1 Semester/ .5 Academic Credit
Prerequisites: Computer Business Applications
A study and practice in the use of desktop publishing software. Students will apply the principles of planning, type, color and graphic design to develop documents which combine text, graphics, and photographs for personal and business use in print form or on the internet.

DIGITAL COMMUNICATIONS II (10-12): Digital Images
1 Semester/ .5 Academic Credit
Prerequisites: Computer Business Applications, Digital Communications I
An introduction to the concepts of graphics design including the creation, editing, and output of graphics for use in various digital media. This is a hands-on course; students examine software programs that familiarize them with the necessary tools and methods used to create digital designs. Students explore a wide range of selection, editing, and manipulation techniques that can be applied to photos, graphics and videos.

DIGITAL COMMUNICATIONS III (10-12): Digital Media or Web/Animation.
1 Semester/ .5 Academic Credit
Prerequisites: Computer Business Applications, Digital Communications I & II
This hands-on course focuses on the creative and technical skills necessary for Web design and animation. Students will create visual effects and animated graphics for video, web, and other types of media using computer software. Students learn the fundamentals of Web design and HTML, explore techniques used in building media for the Web, along with learning to develop content and publish media-based Web sites to the internet.

DIGITAL COMMUNICATIONS IV (10-12):
Digital Audio/Video
1 Semester/ .5 Academic Credit
Prerequisites: Computer Business Applications, Digital Communications I, II, & III
Students are introduced to digital audio and video. They will capture, create,. And edit audio and video files for media productions and various delivery formats. This course allows the student to build digital audio and video making skills by having them conceive, storyboard, record, edit, and finalize projects in various media formats. This is a hands-on course that teaches students how to use audio and video editing software to edit audio and video.

ACCOUNTING I (10-12)
1 year/ 1 Academic Credit
Prerequisites: Keyboarding
Computerized Accounting I is a two-semester course with emphasis on 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.

ACCOUNTING II (11-12)
1 year/ 1 Academic Credit
Prerequisites: Computerized Accounting I
Computerized Accounting II is a two semester course designed to provide students with the knowledge, understanding, and skill necessary for successful careers in accounting. Partnerships as well as departmental, corporate, and cost accounting systems are components of the course.

BUSINESS MANAGEMENT (11-12)
1 year/ 1 Academic Credit
Prerequisites: Keyboarding, Accounting I, or concurrently enrolled.
Business Management is a two semester course that assists the student in understanding basic management functions. Students study the management process, decision-making, environmental factors, basic ethics, and social responsibility. Planning, organizing, directing, and controlling are emphasized as well as basic concepts of staffing, labor, leadership, communication, production, entrepreneurship, and international management.

BUSINESS LAW (11-12)
1 Semester/ .5 Academic Credit
Prerequisites: None
Business Law is a one semester course designed to acquaint the student with some of the legal problems and rights encountered in business transactions. This course will include law and the judicial system; laws related to minors, consumers, and the business firm; elements of contracts; credit; sales contract; employment laws, commercial paper; insurance and property.

MARKETING (11-12)
1 year/1 Academic Credit
Prerequisites: None
Marketing is a two-semester class in the study of the activities involved in producing a product/service from the beginning idea until the product/service is purchased and used by the final consumer. "Virtual Business" is a computer simulation used in class to enhance students understanding of marketing. Students open and operate a retail store and compete against other students in the class in a simulated community. A Cyber-Consultant grades each student based on location of store, staffing, product selection, pricing, and promotion.

BANKING OPERATIONS (10-12)
1 Semester/ .5 Academic Credit
Prerequisites: Keyboarding/Banking Principles
Banking Operations is a one-semester course that assists students in understanding the payment system and daily operations of depository institutions in the United States. Students complete a Midtown Bank Teller simulation in which they assume the role of a rookie teller at the bank completing daily transactions. Another simulation "On Your Own Coast-to-Coast" allows the students to participate in the adventure of learning what it is like to live in 12 different communities around the United States. Each location includes up to date salaries, prices, products, utilities, and lets the student see how they fare living in different economic conditions. Another program "JA Banks in Action" allows students to apply what they have learned from eight classroom sessions taught by a JA volunteer to a competitive simulation.

BANKING PRINCIPLES (10-12)
1 Semester/ .5 Academic Credit
Prerequisites: Keyboarding
Banking Principles is a one-semester course that assists the student in understanding the American Banking System. In addition, we use a computer simulation called "Dollars & Sense" where students learn the essentials of using a bank along with the role of a bank in the purchase of a car or house. Dollars & Sense also covers budgeting and credit. The Junior Achievement programs JA Personal Finance in which a JA volunteer from the community covers five lessons in budgeting, investing, credit, identity theft and insurance.

INTRODUCTION TO FINANCE
1 Semester/ .5 Academic Credit
Prerequisites: Word Processing I or Computer Business Applications
Introduction to Finance focuses on the individual’s role and financial responsibilities as a student, citizen, consumer, and active participant in the business world. It informs students of their various financial responsibilities.

ADVERTISING (10-12)
1 Semester/ .5 Academic Credit
Prerequisites: Keyboarding
Advertising is a one-semester course designed to focus on the competencies needed for the planning and implementation of a successful advertising program. Students are exposed to media methods of research, budgets, and evaluations that are used to sell a product, service, or business. Hands-on experience is given in copy writing, layout, and production in various media.
FAMILY AND CONSUMER SCIENCE

FAMILY AND CONSUMER SCIENCE (9-10)
1 year/1 Academic Credit
Prerequisites: None
FCS focuses on skills for living and the ability to function at home, in society, and in the workplace. The course focuses on issues concerning teens, including interrelationships, life management, food and nutrition, clothing, housing and childcare.

CHILD DEVELOPMENT (10-12)
1 Semester/.5 Academic Credit
Prerequisites: None
Child Development focuses on skills needed to guide the physical, social, emotional, and intellectual development of children. Emphasis is given to pregnancy and prenatal development, birth and the newborn, types and stages of growth and development, and needs of children.

PARENTING (10-12)
1 Semester/.5 Academic Credit
Prerequisites: Child Development
Parenting assists students in developing an understanding of the parenting process and of parenting skills. Emphasis is given to choosing parenthood, costs of having and raising a child, effects of heredity and environment, rights and responsibilities of parents, guidance techniques for positive behavior, special needs children, selecting child care, and finding solutions to family problems.

CHILD CARE AND GUIDANCE MANAGEMENT AND SERVICES (11-12)
1 year/2 Periods/2 Academic Credits
Prerequisites: Child Development and Parenting
This course focuses on skills needed to begin a career in Child Care. Students focus on types of programs, understanding various age groups, creating a safe and healthy environment. Students receive classroom instruction three days a week (MWF), and lab experience two days per week (T-TH) at one of the local elementary schools. Students will work directly with elementary staff and classes. Upon completion of this course, students may qualify for a Childcare Aide, Childcare Assistant, or Childcare Teacher certificate. The certificate may be used to help seek employment at a day care facility.

FOOD AND NUTRITION (11-12)
1 Semester/.5 Academic Credit
Prerequisites: None
Course focuses on skills needed to select, prepare, and serve food that meets nutritional needs of individuals and families. Emphasis is given to nutrition, weight control, microwave cookery, kitchen organization and equipment, safety and sanitation, menu planning, serving and eating food, and food preparation labs.

HOUSING AND INTERIOR DESIGN (10-12)
1 Semester/.5 Academic Credit
Prerequisites: None
Offered Odd Years
Housing and Interior Design focuses on personal and family housing needs, options for meeting those needs, and the role of the housing industry in the economy. Emphasis is given to the development of competencies related to housing needs of the individual and family; housing options; trends in housing; financial and legal commitments related to housing; home construction; art principles as applied to housing and interiors; selection, care, and arrangement of home furnishings and appliances; energy conservation; jobs and career opportunities in housing and interior design; and the effect of technology on housing. Upon completion of the course, a student should be prepared to make wise decisions in obtaining and maintaining personal and family shelter.

CLOTHING (10-12)
1 Semester/.5 Academic Credit
Prerequisites: None
Offered Odd Years
Emphasis is given to clothing selection, clothing needs, wardrobe planning, clothing care, characteristics of fibers, types of fabrics and finishes, use and care of basic sewing supplies and equipment, fabric selection, clothing construction techniques. Upon completion of this course, a student should complete construction of an outfit.

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.

ELECTRONIC JOURNALISM (9-12)
1 year/1 Academic Credit
Prerequisites: Application process, screening, and selection by advisor
Newspaper staff members produce the school paper, Lion Press. They are involved with reporting, writing stories, editing, advertising, photography, and computer layouts. The paper is produced using Macintosh computers and desk-top publishing software including Pagemaker and Photoshop. It is a performance based course. Some after school duties will be required.
CREATIVE WRITING (11-12)
1 year/1 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.

EAST LAB I (9-11)
(Environmental And Spatial Technology)
1 Year/1 Academic Credit
Prerequisites: Application Process
EAST focuses on student-driven service projects through the use of the latest in technology. EAST labs are equipped with classrooms containing state-of-the-art workstations, servers, software, and accessories, including GPS/GIS mapping tools, architectural and CAD design software, 3D animation suites, and much more. Students find problems in their local communities, and then use these tools to solve them. EAST’s focus, however, is not on technology itself, but on the unique learning environment of the EAST classroom. In EAST, students are responsible for creating their own lesson plans. This radically different approach to learning shows tremendous results - students are better-prepared for both college and the business world, and they care more about learning.

EAST LAB II (10-12)
(Environmental And Spatial Technology)
1 Year/1 Academic Credit
Prerequisites: EAST I & facilitator approval
A continuation of EAST I with a greater focus on community service projects.

EAST LAB III (11-12)
(Environmental And Spatial Technology)
1 Year/1 Academic Credit
Prerequisites: EAST II & facilitator approval

EAST LAB IV (12)
(Environmental And Spatial Technology)
1 Year/1 Academic Credit
Prerequisites: EAST III & facilitator approval

WORKPLACE READINESS (11-12)
1 Semester/.5 Academic Credit
Prerequisites: None
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 Work Keys exam to acquire the Career Readiness Certificate signed by the Governor. This certificate documents the level of skills a student possesses and increases opportunities available in today's workplace.

INTERNSHIP (12)
1 year/2 Academic Credits
Prerequisites: Application
Students enrolled in the Internship Program attend classroom instruction once a week 2 semester after finishing Workplace Readiness class. Depending upon the student’s progress toward graduation requirements,
students may be released 2 or 3 periods for work-based learning/training.

Requirements are: 1) An identified career focus, 2) Completion of 2 units in the career focus, 3) Enrollment in a 3rd unit of class related to that focus, 4) 2.0 GPA, 5) Acceptable attendance record, 6) Written recommendations from 2 teachers, 7) Membership in a students organization that reflects the intern’s career goals. 8) Workplace Readiness

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 11TH GRADE TO TAKE ANY ASU-SEARCY CLASSES.

CASHIER/CHECKER (11-12)
1 Year/2 Academic Credits
This program trains students in the use of conventional and electronic scanning devices. Areas of instruction include customer relations, food stamp regulations and coupon and check handling. This class is taught on the ASU Searcy Campus. (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. )

COSMETOLOGY (11-12)
1 Year/2 Academic Credits
The cosmetology students receive training in several areas. The course progresses from classroom to manikins to live models. The training includes hair styling and care as well as nail and facials. If the student completes 1500 hours and passes state board, he/she will be a licensed cosmetologist. Students not completing during their high school years can complete later. Class taught at the Searcy Beauty College. (Searcy High School will provide transportation to Searcy Beauty College but will not provide transportation from classes. Students will be allowed to drive individual vehicles if they wish.)

CLINICAL INTERNSHIP (11-12)
1 Year/2 Academic Credits
This program provides class time incorporated in a health care facility where instruction relates the curriculum to actual patient care. The students rotate through twenty different health disciplines. This class is taught on the ASU Searcy Campus and the White County Medical Center. (Students provide their own transportation. 3 period per day: 2 periods of instruction and one period for travel/2 academic credits per year)

MEDICAL PROFESSIONS EDUCATION (11-12)
1 Year/2 Academic Credits
This program is an introduction into the world of medicine. Students are introduced different medical careers, learn many medical procedures, medical terminology and study the anatomy of the human body. Classes taught on the ASU Searcy campus. (Students are transported to ASU by SHS for the two period course (1.5 periods for instruction/.5 period for travel). This course will provide the student 2 academic credits.)

COMPUTER MACHINING TECHNOLOGY (11-12)
1 Year/2 Academic Credits
This program is designed to teach the combination of computer and machine tool technology. Students will learn how to use the computer numerical control lathe and mill. These skills will be enhanced by teaching computer drafting skills; Mastercam, CADD Cam and Prototyping. Students may receive concurrent college credit for this course. This class is taught on the ASU Searcy Campus. (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.)

AUTOMOTIVE SERVICE TECHNOLOGY (11-12)
1 Year (Two periods per day and one period for travel)/2 Academic Credits
This program provides students training in brakes, electrical systems, engine performance, and suspension/steering systems. Students can receive individual certification in all of these automotive areas after meeting the required hours of instruction and pass the certified test for the area taken. This class is taught at the ASU Searcy Campus. Students may receive concurrent college credit for this course. It is a three hour course taught in the morning and afternoon. (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.)

POWER SPORTS TECHNOLOGY (11-12)
1 Year/2 Academic Credits
This program prepares individuals to apply technical knowledge and skills in the repair, service, and maintenance of small internal-combustion engines used on portable equipment, all-terrain vehicles, jet skis and outboard marine motors. After successful completion of this program the student will receive the Certificate of Proficiency in Power Sports Technology. Students will receive concurrent college credit for this class. This course is taught on the ASU Searcy campus. (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.)

AUTO BODY COLLISION REPAIR TECHNOLOGY (11-12)
1 Year/2 Academic Credits
This program provides training in all areas of auto body repair and refinishing. Areas of instruction include part
replacement, frame work, body fillers, abrasives, refinishing and painting. This program is taught by an ASE certified instructor. This program is a NATEF certified program. It is a three hour course taught in the morning and afternoon. This class will be taught at the ASU Searcy Campus location. Students may receive concurrent college credit for this course. (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.)

ENERGY AND ROBOTICS TECHNOLOGY (11-12)
1 Year/2 Academic Credits
The Certificate of Proficiency in Energy and Robotics Technology prepares the individual with an overview of the natural gas, wind, solar and other alternative energy industries. Controls and instrumentation for all the industries will be covered. This program also covers the use of robotics in industry with the student designing, building and programming robots. Students may receive concurrent college credit for this course. This course is taught on the ASU Searcy campus. (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.)

WELDING (11-12)
1 Year/2 Academic Credits
This program provides training in all areas of welding including plate and pipe welding. Areas of instruction include MIG, TIG and SMAW processes. Students can be certified in these areas of welding by the American Welding Society (AWS). This program is taught by a certified welding instructor and certified welding inspector. Classes taught at the ASU Searcy. (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.)

DISTANCE LEARNING
See counselors. Courses vary from year to year.

ADDITIONAL PROGRAMS
FOOTBALL, BASKETBALL, CHEERLEADING (9), CHEERLEADING (10-12), DANCE TEAM (9-12)
1 Year/0 Credit
Prerequisites: Try-out

BASEBALL, GOLF, SOCCER, SOFTBALL, TENNIS, TRACK, CROSS COUNTRY, WRESTLING, BOWLING (9-12), GIRLS VOLLEYBALL (9-12)
1 Semester/0 Credit
Prerequisites: Try-out
Right to Deny Information Form  
Due September 30  
Return to Guidance Center  
Searcy High 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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