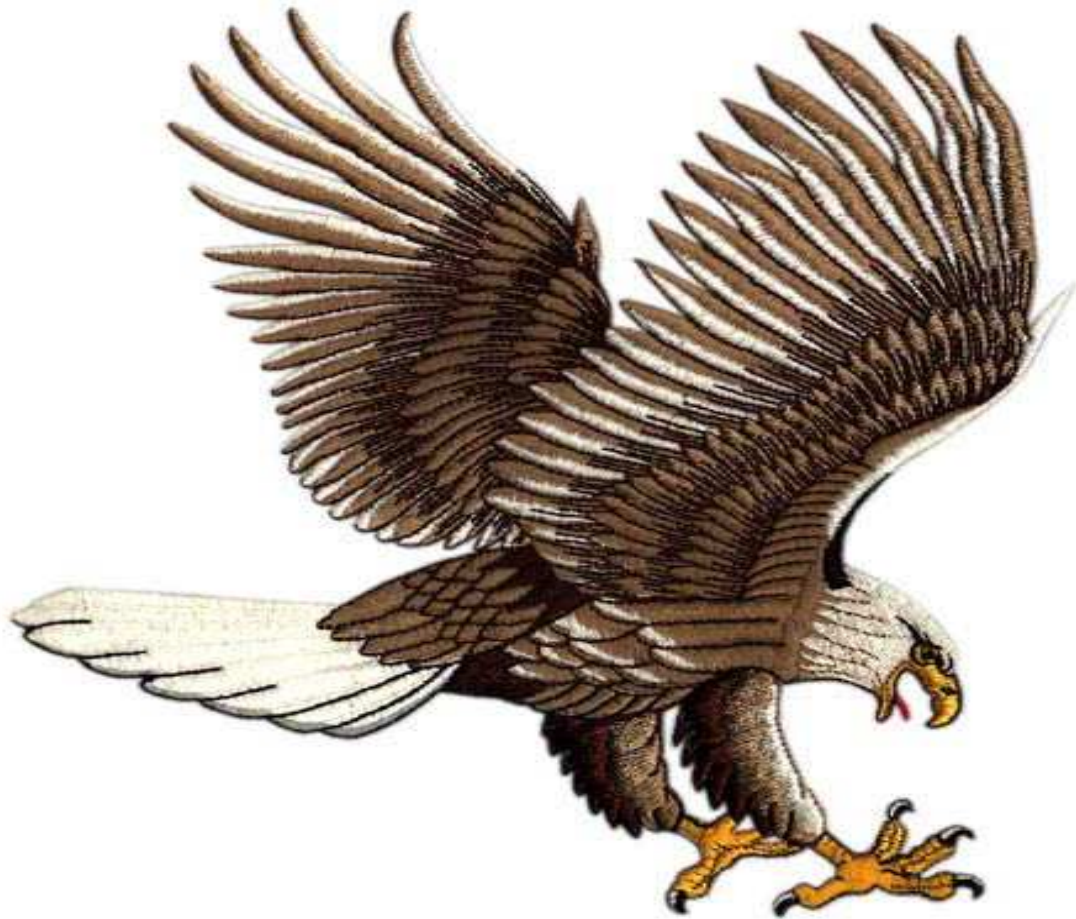


Fordland High School
Student Handbook



2011 – 2012

Principal
Judy Kindall

Fordland High School Student Handbook



I'm Proud to be an Eagle

Mission Statement

Fordland R-III Schools' Mission is to provide an education for students that will prepare them for work, citizenship and life-long learning.

Educational Philosophy

A continuous effort should be made to help each student to develop the fullest extent of his potential. The design of much education must be best suited to the needs of the students and the community.

It is necessary to be receptive to changing concepts in education and to adopt proven new methods and techniques to meet the changes and challenges of this fast paced and changing era.

Because education is the basis for civilization (especially for a democratic society) and is the key to the success of society, the future of our nation depends on the extent and success of education today.

Foreword

On behalf of the Fordland High School Faculty, Board of Education, and Administration, I would like to welcome you to the Fordland High School.

The student handbook has been designed as a guide for students, parents, and staff members of the Fordland High School. It contains general information that may be helpful in regard to policies and procedures relevant to students attending Fordland High School.

The Fordland High School is a comprehensive high school offering units of credit in various areas of study, ranging from the basic skills, academic and college preparatory courses through various trade and vocational courses. The curriculum is organized in a manner that permits each student to acquire the skills that are necessary to succeed in today's society. The high school also provides various clubs, organizations, and activities in hopes that the student will explore various areas and will develop into a well-rounded individual upon leaving high school.

I would like to encourage you to make the most of your high school years. The purpose of high school is to prepare you for the future. While this high school has the capability of preparing you for the future in today's highly complex society, it is up to each student to put forth the proper attitude and necessary effort to achieve. Regardless of your plans, your desire to achieve your fullest potential will make your work more interesting and much more pleasant.

It is our sincere desire that this handbook will be helpful to both parents and students as the students develop educationally during their four years in the Fordland High School.

Judy Kindall
Principal, Fordland High School

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Administrative Staff

Richard Spacek, Superintendent
Judy Kindall, Principal

HIGH SCHOOL FACULTY

Instructional Staff	Department	Activity/Club Organization
Patrick Bertoldie	Mathematics	Cross Country/Academic Team
Angela Wilsford	Middle School	H. S. Cheerleading
Jodi Davis	Language Arts	Beta Club
Melissa Grandel	Language Arts	Beta Club
Amanda Disseler	Language Arts	Asst. Volleyball Coach
Garret Keith	Middle School	H. S. Baseball Coach
Dyke Hurd	Special Education	Special Ed. Director
Sarah Hazlett	Special Education	
Eli Ernst	P.E./Coach	Boys Basketball/M. S. Boys Basketball/Athletic Director
Sarah Uchtman	Business Education	Yearbook, FBLA
Matt Cullum	6 -12 Instrumental Music	Band /Flags & FCA
Tara Rainey	K-12 Music	Choir
Susann Taylor	Science	
Kevin McDaris	Mathematics	Coach HS./MS Girls Basketball
Lance Climer	Social Studies	
Tonia McDaris	Library	
Callie Maher	Elementary	Volleyball Coach
Tommy Scrivner	Agriculture	FFA
Lourain Pennington	Science	
David Dawson	Counselor /A+ Director /Asst.	Girls Basketball/Softball
Candice Schreiner	FACS	FCCLA
Roy Scherer	Art	
Amy King	Special Education	
Joshua Smith	Social Studies	Softball
Kyle Johnson	Elementary P.E.	Assistant Boys Basketball/Baseball
Matt Schreiner	At Risk	

Secretarial Staff

Pam Hintz, High School Secretary

Custodial Staff

Sandy Conrad

Cooks

Joyce Cornelison, Jenny Miller, Betty Locke

Classroom Aides

Kim MacLeod

Traci Mease

Jeri Shannon

Library Aide

Krista Jackson

High School Faculty and Staff Email Addresses

Richard Spacek	Superintendent	rdspacek@fordland.k12.mo.us
Judy Kindall	H. S. Principal	jkindal@fordland.k12.mo.us
David Dawson	H. S. Counselor	ddawson@fordland.k12.mo.us
Patrick Bertoldie	Math/Cross Country Coach	pbertol@fordland.k12.mo.us
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Jodi Davis	English	jdavis@fordland.k12.mo.us
Susann Taylor	Science	staylor@fordland.k12.mo.us
Melissa Grandel	English	mgrand@fordland.k12.mo.us
Lance Climer	Social Studies	lclimer@fordland.k12.mo.us
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Kim MacLeod	Teacher Aide	kmacleo@fordland.k12.mo.us
Tonia McDaris	Librarian	tmcdaris@fordland.k12.mo.us
Kevin McDaris	Math/Girls Basketball Coach	kmcdaris@fordland.k12.mo.us
Tracy Mease	Teacher Aide	tmease@fordland.k12.mo.us
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Amanda Disseler	English	adissel@fordland.k12.mo.us
Candice Schreiner	FACS	cschrei@fordland.k12.mo.us
Roy Scherer	Art	rscherer@fordland.k12.mo.us
Sarah Uchtman	Business	suchtma@fordland.k12.mo.us
Amy King	Special Ed	aking@fordland.k12.mo.us
Tommy Scrivner	Agriculture/FFA	scrivner@fordland.k12.mo.us
Josh Smith	Social Studies/Softball Coach	smithj@fordland.k12.mo.us
Eli Ernst	PE/Boys Basketball Coach	eernst@fordland.k12.mo.us
Sarah Hazlett	Special Ed	shazlett@fordland.k12.mo.us
Matt Schreiner	At Risk/Flights	mschrei@fordland.k12.mo.us
Pam Hintz	H. S. Secretary	phintz@fordland.k12.mo.us

School Calendar

August 18	First day of classes
September 2	Dismiss at 12:30 p.m.- Labor Day Holiday
September 5	Labor Day – NO SCHOOL
September 12	PDC Workshop-D dismiss at 12:30 p.m.
September 26	Dismissed 2:00 pm for PLC
October 10	PDC Workshop – NO SCHOOL
October 14	End of 1st Quarter
October 20	Dismiss 12:00 p.m. Parent/Teacher Conf. 12:00-8:00 p.m.
October 21	Fall Break - NO SCHOOL
October 24	Dismiss 2:00 pm for PLC
November 7	PDC Workshop - Dismiss at 12:30 p.m.
November 21	Dismiss 2:00 pm for PLC
November 23	Dismiss at 12:30 p.m.
November 24-25	Thanksgiving Vacation - No School
December 12	PDC Workshop – Dismiss at 12:30 p.m.
December 21	End of 1st Semester - Dismiss at 12:30
December 22-Jan. 2	Winter Break – NO SCHOOL
January 3	Resume Classes
January 9	PDC Workshop – Dismiss 12:30 p.m.
January 16	Martin Luther King Day – NO SCHOOL (Make-up Day #1)
January 23	Dismiss at 2:00 pm for PLC
February 6	Dismiss at 12:30 p.m.
February 20	President's Day (No School) – Make-Up Day #2
February 27	Dismiss 2:00 pm for PLC
March 2	End of 3 rd Quarter
March 5	PDC Workshop - Dismiss 12:30 pm
March 15	Spring Break – NO SCHOOL – Make-Up Day #5
March 16	Spring Break – NO SCHOOL – Make-Up Day #9
March 19	Spring Break – NO SCHOOL – Make-Up Day #8
March 26	PLC - dismiss at 2:00 pm
April 5	Spring Break – NO SCHOOL - Make-Up Day #6
April 6	Spring Break – NO SCHOOL
April 9	Spring Break – NO SCHOOL – Make-Up Day #7
May 16	Last day of school-D dismiss at 12:30 p.m.
May 17	NO SCHOOL - Make-Up Day #3
May 18	NO SCHOOL – Make-Up Day #4

School Pride

School Song

Fordland Forever....
Fordland Forever
We will strive to keep our honors bright.
All join together
We're behind the team and we will
Fight, Fight, Fight
For Fordland Forever.
One for all and all for one are we,
Shoulder to shoulder
Marching on to victory! Hey!

School Colors

Blue and Gold

School Mascot

Eagles

School Pride Motto

"I'm proud to be an Eagle"

School Spirit and Our Community

Each student should remember that school life is comparable to the life in a community. They should practice the qualities of good citizenship which are so necessary in a good community.

School spirit means many things. Some of the things it should mean and ways the student can contribute to good school spirit are:

- Show loyalty to all functions of the school.
- Support the school and do your utmost to keep your scholastic and activity standards as high as possible.
- Show courtesy to teachers, officials, adults, fellow students, and students from other schools.
- Have pride in things the student body of the school endeavor to accomplish.
- Always exhibit sportsmanship by being fair, courteous, generous, a good loser, and a gracious winner.

School Hours and Regulations

Class Periods There will be seven class periods per day. Classes will average fifty minutes in length with three minutes passing time. This is sufficient time to make any class-tardiness unexcused. Unexcused tardies will result in loss of participation credit for that hour.

Bell Schedule Time schedule for a regular school day:

1 st hour	8:25 – 9:15	5th hour	12:12 – 12:58
2 nd hour	9:18 – 10:05	6th hour	1:01 – 1:48
3 rd hour	10:08 – 10:55	7th hour	1:51 – 2:38
4 th hour	10:58 – 11:44	Advisor Time	2:41 – 3:14
Lunch	11:47 – 12:09		

Students signing in after 8:45 a.m. will be counted absent for 1st hour.

Lunch Schedule The high school student body will eat lunch between the fourth and fifth periods. Lunch is scheduled for 22 minutes with 3 minutes passing time at each end: 11:47 – 12:09

Hall Passes Students who must leave class must secure permission from the respective instructor and shall carry a pass. The passes shall be issued by the classroom teacher before the student leaves the classroom. No student shall leave campus without permission of the principal and checking out through the office.

Tardy One goal of this administration is that this public school shall help each student to achieve maximum development of individual knowledge, skills, competence, and to learn and demonstrate behavior patterns which will enable him to be a responsible member of society. The success of this goal is lessened when a student is unnecessarily tardy resulting in an interruption of the educational learning process.

There is seldom a reason to be tardy. Most tardies are unacceptable in an educational institution and will be classified unexcused.

Recognizing that sometimes students will meet with emergencies that will result in their getting to class late, each student can accumulate four unexcused tardies per quarter without being disciplined. However, when a student has accumulated his fifth unexcused tardy (and every unexcused tardy beyond the fourth unexcused tardy) during the school quarter appropriate disciplinary action shall be taken by the principal. See page 49 for disciplinary action.

Leaving School - Check-Out Procedure Students are considered as being at school when they have entered school property, school grounds, parking lot, or boarded a school bus. If a student must leave school during the school day, they are to report to the high school office. The parent or guardian shall provide the student with a note or call the school and give his permission for the student to be released. Also, the principal must release the student.

Any student who leaves school without permission and checking out through the high school office is TRUANT.

Closed Campus Fordland Schools have closed campuses and lunch periods. Students are not allowed to leave school grounds or accept commercial food deliveries during school hours. Visitors and other types of deliveries are to be made to the appropriate principal's office.

Attendance

Philosophy Regular and punctual patterns of attendance will be expected of each student enrolled in the school district. Students should strive to maintain a good attendance record, because there is a direct relationship between school attendance and grades, citizenship and success in school. It is recognized that absence from school may be necessary under certain conditions. However, every effort should be made by students, parents/guardians, teachers and administrators to keep absences and tardiness to a minimum.

Any student absent from school without parental permission or parental knowledge will be considered skipping school and disciplinary action will result.

Any student who misses more than eight (8) times in any class period in one semester, including absences for medical reasons, shall be subject to such disciplinary action as determined by the principal. If the absences over eight (8) days are not due to medical reason as verified by a physician's statement, a required religious observance, or related to a handicap, the student will be required to attend a Saturday school day for each day over the limit. If the absences have occurred in a single class, the student will be required to attend a full day of Saturday school when the limit is exceeded. Failure to attend the Saturday session without an acceptable reason will result in loss of credit for the semester in those classes in which the absences occurred. An acceptable reason will permit the student an alternate Saturday session chosen by the administration. An acceptable reason is defined as circumstances beyond the control of the student and his parents. **Any time not made-up by the end of the term will result in an incomplete grade. The make up must be within the allotted time of the incomplete grades policy.** Examples might be: illness as verified by a physician's note, death in family, etc. Work schedules cannot be considered an acceptable reason. Although the holding of jobs by students is not discouraged, the primary job of the student is school success.

Before academic credit is removed for excessive absences, a student will be afforded an opportunity for a contested case due process hearing, in accordance with the Administrative Procedures Act.

Appealing Disciplinary Measures Students and parents are provided the right to appeal any disciplinary measure to the superintendent by requesting an appeal within three days of the notification of the impending action. The superintendent will schedule a hearing within three workdays of the request. The parents and child shall be permitted to present any rationale and/or evidence. The decision of the superintendent will be sent in writing to the parents of the child within three days of the hearing. If the parents are not satisfied with the decision of the superintendent, they may request to be placed on the agenda at the next regular meeting of the Board of Education. The decision of the board shall be final, subject only to judicial review by a court of competent jurisdiction. *Adopted by Board of Education 12-19-96.*

Make-Up Work Teachers must provide make-up work at the request of the student for the day(s) absent. The length of time for the completion of make-up work shall be equivalent to twice the period of the absence (2 days approximately to make-up the work for every day absent). Work not completed and turned into the teacher within that time span shall be recorded as a zero. All make-up work shall be completed no later than 10 school days after the end of the quarter. Students involved in school activities are responsible for their class work as if they were in class. It is the student's responsibility to contact the teacher on make-up work.

Students requesting school work before they go on a planned extended leave will be expected to return with all assignments ready to turn in. Students are to be prepared to take any test missed upon returning.

Doctor Notes When a student returns to school after an absence, he may present a written statement signed by a parent or guardian as to the nature of the absence. Students seeing a doctor, dentist, etc., will need to get a note saying they were there and turn it into the high school office within three days of the visit.

Attendance Record A student's attendance record will be included on their transcript and shall be sent along when the transcript is requested.

Dress Code

The home and school need to cooperate in the matter of dress. School is the child's place of business, and students who are dressed appropriately seem to do better. There is a strong relationship between the way students dress and how they feel about themselves; therefore, clothes should be clean, safe and in good taste. The following will not be allowed to be worn:

Halter Tops/"A" Shirts

Mini Skirts-Shorts

Thin Spaghetti Strap Tops – (**Straps must be a minimum of 2 inches**)

Slogan shirts in bad taste or advertising alcohol, tobacco, or illegal substances

Shirts with a split down the side

Boxers

Tube Tops

Midriff Tops

Jewelry promoting illegal substances

Shoes shall be worn by students at all times

Chains

Studded items

Specific courses where safety or health is a factor may require students to adjust hair, clothing, or wear safety equipment during that class period.

Parents should monitor their child's dress. Classrooms are air-conditioned which enhances the learning environment and eliminates the necessity to wear less clothing.

Shorts Wearing of shorts of mid-thigh length by students in grades 9-12 is acceptable all year long. Shorts should be neat and clean. Gym shorts, short shorts, biker shorts, and frayed cut off jean shorts/boxers are not to be worn. Those students not wearing the proper length or type of shorts will be disciplined.

When arms are extended down to student's side, shorts and skirts must extend past finger tips. This includes holes in pants, skirts, etc., must meet this requirement as well.

Headgear (caps, hats, etc.) Students shall remove their headgear inside of any building or classroom.

Sexual Harassment

The School District is committed to providing an environment free from intimidating, hostile or offensive behavior; unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct or communication constituting sexual harassment. Sexual harassment by an employee, student or other person in the district against any person is prohibited.

Allegations of sexual harassment shall be investigated by the building principal and superintendent. If the allegations are substantiated, corrective or disciplinary action will be taken. Disciplinary action may include suspension and/or expulsion of the student or suspension and/or termination of the employee. Sexual harassment will fall under the Consequences of Violating Standards I-IV in the Standards of Pupil Conduct. Students who believe they have been victims of or have witnessed sexual harassment should report the incident(s) to any teacher, guidance counselor or school administrator. The staff member who receives the complaint should inform the principal or the superintendent. There will be no adverse action taken against a person for making the complaint when the complainant honestly believes sexual harassment has occurred or for cooperating with an investigation

Gymnasium, Library, and Lunchroom Regulations

Gymnasium/Weight Room Rules Stay off the floor with street shoes. Please be courteous and attentive to guests, program participants and school personnel. Guest speakers and performers appreciate your attention and applause.

When in weight room, spotters are to be used.

Use of the gymnasium is under control of the athletic director and the building principal. Rules as such shall be set up regarding usage, *The gym and weight room will not be used without adult supervision, either before, during, or after school hours.*

Library Regulations The library will be open at 8:00 a.m. to 3:15 p.m. for those students that need materials or wish to study. Students may be allowed to come to the library during classes with the permission of their teacher and the librarian.

The library has many materials that students should be aware of such as the card catalog, back issues of magazines for research, pamphlet file, filmstrips, etc. Remember that the purpose of the library is to aid the student. If you need help, feel free to ask for it.

The following lending policies apply:

- All books may be checked out for 2 weeks and may be renewed for 2 weeks. Limit of 2 books per student at one time.
- There will be a fine of 5 cents per day for each overdue book.
- Books that are lost or damaged must be paid for by the students.

The use of the library is a privilege. Any abuse of the regulations will result in the loss of that privilege.

Cafeteria Regulations and Lunches There will be one lunch for high school students. All students are expected to eat in the cafeteria. Lunch money can be added to the students lunch account at any time.

The lunchroom must be kept neat and clean in order for lunch to be pleasant. Every student must do his part to clean up after eating.

The following rules must be observed:

- Take lunchroom trays and litter to the disposal window after eating.
- Breaking into the lunch line or serving places in the line is unfair to the other students and is not allowed.
- Excessive noise in the lunchroom is to be avoided.
- Open or glass containers are not to be brought into the building. Plastic should be the choice of preference.

Students with more than a \$15.00 negative food service balance will set lunchroom detention until charges are paid.

High school students and Middle School students are not allowed to sit together at meals or in the cafeteria.

A family may make application for the free lunch program or reduced lunches.

Miscellaneous

Records Released Student records (transcripts, grades, etc.) will not be released until all fines, shop projects, or any other student bills have been paid for in full.

Bulletin Board Make it a habit to check the bulletin board daily. If students have important class business to dispense, they may have that information placed on the bulletin by notifying the principal's office.

Insurance Student insurance will be available. All students are urged to participate, especially those taking science and shop. Students engaged in extra-curricular sports activities are required to have insurance to participate

Lockers and Locks Each student will be assigned to a corridor locker and the coach shall assign gym lockers. Students are personally responsible for their locker contents. Students may furnish their own locks or rent a lock from the office for \$2.00. Lockers are to be kept clean and contents arranged in an orderly manner. If for some reason a student needs to change lockers, the change will be made by the principal's office. Lockers are property of the school and may be inspected at any time. Vandalism to lockers may result in a fine to be paid by the student.

Advisor Sheets Advisor sheets are a form of communication allowing parents/guardians to monitor student progress. Advisor sheets are sent home every 2 weeks. Typically, advisor sheets are done on Wednesday. If the advisor sheet is not returned by the Friday after, the student will have After-School Detention the following Wednesday.

Fund Raising Activities All fund raising activities shall be approved by the superintendent. Requests should be made to the building principals for their approval and they shall submit it to the superintendent. Each case shall be determined on its own merit. The funds received by all money-making projects shall be deposited through the superintendent's office.

Fees Shop, FACS and art students will be required to purchase expendable materials used on a student's personal project.

Personal Purchases During the school year various items will be offered to the students as a special service. These include student pictures, senior pictures, yearbooks, etc. Items offered for sale at school have been screened to insure reasonable quality for definite quoted prices. Students are in no way obligated to purchase these items.

Safety Safety is of major concern to the school. Any type of activity that can or will result in harm or injury is prohibitive.

Use of Telephone The telephone is for business calls by the administration and for emergencies only. No calls are to be made during class. *Use will be allowed before school, at lunch, or after school.* Students will not be called out of class to take phone calls. Messages will be given to students either at lunch or at the end of school. Emergency situations will be handled on a case by case basis.

Care of School Property Students will be held responsible for the proper care of all books, supplies and equipment furnished to them by the Board of Education. Students who deface, damage, or lose school property will be required to pay for the damage or loss and may be persecuted.

School Uniforms All school uniforms will be signed out on hand receipts and final grades will be withheld until the uniforms are returned in acceptable condition by the student.

Vending Machines Students may use all vending machines before and after school. All machines are off limits from 8:30 a.m. to 3:12 p.m. and during lunch periods. During lunch periods, students may use the juice machines. Students choosing not to follow these guidelines will lose the product purchased and will be disciplined. All cans and trash are to be disposed of properly.

Embracement Policy School is not the place for displays of affection. Couples observed with arms around one another or petting will be subject to discipline. Any physical contact that exceeds the holding of hands is defined as excessive display of affection and disciplinary action will result.

Title VI, IX and Section 504 Policy Statement The Fordland R-III School District forbids discrimination in regard to sex, race, creed, color, religion, national origin, ancestry or any handicapping condition in its

educational programs, activities or employment policies. Inquiries regarding compliance should be directed to the superintendent of schools or the respective building principal.

Authority of Teachers

Teachers and the principal stand in the place of the parent during such time as students are under their supervision. Teachers shall have the responsibility and authority to maintain proper discipline in the classroom and the school at large as well as in specific areas of duty assigned by the principal.

Time of supervision shall be continuous from the beginning of the teacher's arrival at school in the morning until his departure from school (not to exclude supervision of students that he is responsible for at extra-curricular activities).

A teacher who sees any act(s) sub-standard or improper conduct on the part of any student(s) is expected to reprove the student(s) involved immediately and report the incident to the principal if necessary. The student is expected to accept the reproof from the teacher and make whatever amends or corrections that the teacher deems reasonably necessary.

Any high school student who strikes, slaps, kicks or curses a teacher shall be suspended from school and their parents may be requested to appear before the Board of Education before the student is allowed to enter school.

Teachers do not have the authority to send students from the school grounds for the purpose of running errands, going to town or returning to their homes. Students wishing to leave school must check in at the high school office, secure permission, and sign the check out sheet.

Student Responsibilities It is the responsibility of each student as a citizen of our school to learn and obey its policies and regulations. These policies are enforced to provide the most desirable educational environment and to protect the student. Policies are designed for the good of the school and all students, therefore please do not ask that exceptions be made.

Remember that teachers are employed to aid and help students. Please feel free to contact them in the settlement of your problems. The student shall always remember to address or refer to his teacher as "Mr.", "Mrs." or "Miss". Disrespect towards any school employee shall not be tolerated.

Students are expected to respect teachers, staff and other students and act accordingly; be responsive to the requests of all school staff; be respectful and non-disruptive in class, assemblies, and other school sponsored activities; refrain from any behavior that would embarrass or discredit themselves, their parents, their school or community

Homework, and Study Habits

Homework In grades 9-12, the amount of extra time needed for study depends upon the nature of courses carried by the student and the number of periods the student is scheduled in the study hall or library. Each student should plan, as a minimum average, to spend one hour per day in grades 9 and 10 and one and a half hours per day in grades 11 and 12. When students do not use class time wisely to complete work, then it usually becomes homework. In such cases it may require more than the allotted time to complete their work. **Students must get assignments from their instructors prior to a scheduled trip.**

Out-of-class assignments which require not only work at home but also in the library or elsewhere to make use of community resources, are made by teachers of subjects such as English, mathematics, science and social studies. Students who have special interests or abilities are given out-of-class assignments to encourage higher achievement.

Effective Study Habits The development of effective work habits and study skills is probably the most important achievement of any high school student. Good habits of work and study seem to transfer from

one type of activity to another to a greater extent than almost any other learning gained in school or elsewhere.

It is highly desirable that each student have a place where study can be without interruption by other members of the family, radio, television or other factors which may interfere with concentration.

A student who is having difficulty in studying any subject should request the teacher of that class to give him suggestions for doing the work of that particular course.

Academics

Enrollment and Scheduling

Information Sheets All students are required to fill out and return an information and permit slip at the beginning of the school year and return it within the first two days.

Late Enrollment No student shall be allowed to enroll in school the current semester if the student is enrolling 20 school days after the start of the semester, unless the student has been enrolled in another school during this period, or there are extenuating circumstances.

If the student enrolls in school within this period and a determination is reached that the student was skipping school, the student shall receive a zero grade for the days that he should have been enrolled and disciplinary action may be imposed.

Scheduling Changes A student will have the first three days of the first semester and the **second to last** week prior to the second semester to make any scheduling changes for that particular semester.

Before any scheduling changes will be made, the student will have to obtain permission from the principal, parents and teachers involved by filling out a schedule change form obtained from the counselor.

Dropping Courses Students desiring to drop courses after the first 3 school days of the semester may receive a "NC" (No Credit) or a "F" (Failure) grade for the course dropped for the semester.

The student must make an appointment with the high school counselor for a conference concerning dropping a course and the reasons for desiring to do so. Before the student can drop the course it must be approved by the counselor or principal.

The student's grades shall determine whether the student receives a "NC" or a "F". If the student is currently failing the course the student will receive a "F" for the course and the permanent record will so note. If the student is currently passing the course the student will receive a "NC" for the course and the permanent record will so note. If the student dropped from the class due to disciplinary reasons (as determined by the principal) a "F" grade will be recorded for the semester

Educational Requirements

The successful completion of the following requirements are necessary for graduation from Fordland High School. The Fordland Board of Education reserves the right to refer back to graduation requirements set forth by the Department of Elementary and Secondary Education.

Required Courses Students must successfully complete the prescribed courses required by the State of Missouri and the Fordland Board of Education. These are:

- | | |
|-------------------------|--|
| a. Communication Skills | *4 units: Students must take English I, II, & III. |
| b. Mathematics | 3 units Must take Algebra I |

c. Science	3 units: Students must take Physical Science & Biology I
d. Social Studies	3 units: Students must take Am. History, World History, ½ Gov. (Pass U.S. & MO Constitution) & ½ Elective
e. Fine Art	1 unit
f. Practical Art	2 units: Students must take ½ credit Personal Finance.
g. Physical Education	1 unit
h. Health	½ unit
i. Electives	6 ½ units

Students must successfully complete all End of Course Exam requirements.

*Students who score at the Advanced level on the English II Missouri End of Course Exam (multiple choice section) may replace the English III graduation requirement with one year-long college preparatory English course or two semester-long college preparatory English Courses. This exchange will meet both the regular and honor's diploma requirements. The replacement courses may be any of the following: American Folklore, Mythology, Composition, Missouri Authors, College Prep English, Creative Writing, Great Books or Speech.

Required Credits and Semesters A planned educational program consisting of four years, eight semesters of high school attendance (grades 9-12), and a minimum of 24 units of credit to graduate.

Units of Credit A class shall be one (1) unit of credit if it meets for 50 minutes per day, 5 days a week, for 36 weeks. A class shall be half (1/2) unit of credit if it meets for 50 minutes per day, 5 days a week, for 18 weeks.

Students may not repeat a class except in music, physical education and yearbook.

Taking and passing 3 units of (science-based) agriculture will count as 1 credit toward a Science credit.
Beginning with the 2011/12 freshman class all students must take 3 science credits to graduate.

Beginning with the 2011/12 freshman class students will not be allowed to substitute 4 years of band for the ½ unit of health.

Incomplete Grades Incomplete grades will be recorded on a student's transcript for a period of two weeks from the last day of the grading period. If the incomplete grade remains after this time a "F" grade will be recorded. No incomplete grades will be carried for the last grading period of the school year.

Grade Classification Students are considered in grades 9-12 under the following criteria at the beginning of each school year.

Freshman:	Successful completion of the 8th grade.
Sophomore:	Completion of a minimum of five (5) units of credit and two (2) semesters of attendance.
Juniors:	Completion of a minimum of ten (10) units of credit and four (4) semesters of attendance.
Seniors:	Completion of a minimum of sixteen (16) units of credit, six (6) semesters of attendance, and with all requirements for graduation scheduled to be completed by the end of that current school year.

Delayed Graduation Seniors failing to meet the 24 units of credit to graduate on time may finish up their course work through correspondence or summer school. In order to receive their diploma as scheduled, students must have all course work finished and paper work turned in (grades) to the high school office before the first day of classes of the next school year. Students failing to meet these guidelines would be required to attend the next school year as a full time student in good standing in order to receive their diploma the following school year. **All students graduating must have all coursework turned in on the day seniors sign out.**

Students choosing the option to do the delayed course work would not be allowed to go through commencement with their class. However, students attending the next school year would go through commencement exercises with *that* graduating class.

Part-Time Attendance Students wishing to have part-time attendance may do so if they meet the following criteria.

- Health Hardship - a student may request part-time attendance if there is a need due to illness in the immediate family (mother, father, grandparents or legal guardian). The student's parents must request in writing this need no later than the July regular school board meeting to get approval.
- Students may request part-time attendance after they have finished four consecutive years of attendance in grades 9-12. These students must request in writing to the Principal their intended class and time schedule for the next school year. This request must be presented to the Principal in time to get approval at the July regular school board meeting.

Procedure for students applying for the eighth semester option. To be eligible to leave school during your senior year to attend college or university, vocational school, or on-the-job training, and receive a diploma at the end of the normal time, the student shall:

- Have all units at the end of his seventh semester, having completed the required courses.
- Make written application stating in detail his plan no later than ten school days from the beginning of the seventh semester.
- Include written approval of his parents or legal guardians on his application.
- Have his plan and application reviewed by the counselor and principal to determine if the student meets the standards outlined by the State Department of Education.
- Be notified prior to the end of the first semester of the status of his application.
- Be required to complete the approved plan and if not completed shall not receive a diploma and shall be required to return to school the following term to complete the units needed. (If attending college the student must be receiving credit for at least eight semester hours).

Graduation requirements exemptions for transfer students When transfer students are unable to meet local high school graduation requirements, the local board of education may make the necessary exceptions in specific requirements which will permit them to graduate if:

- They have done satisfactory work since the date of transfer.
- They have been unable to meet the specific requirements due to conditions beyond their control.
- They would have graduated from their former school if they had not transferred.

General Educational Development Tests An applicant to be eligible to take the GED Tests, must meet one of the following requirements:

- Be 18 years of age or older
- Be 17 years of age and out of school at least 6 months from the last day of school attendance.
- Be 16 or 17 years of age and (a) have the written permission of an authorized school official (superintendent) where attending or last attended school, or (b) have the written permission of the juvenile judge if under the court's jurisdiction, or (c) a hardship case such as being head of a household, incarcerated in an institution, etc.

Vocational-Technical Screening Procedures

Screening Process The screening process begins with all 10th grade students being shown a video presentation from OTC Career Center. Students are then given an application if they are interested in attending OTC Career Center. Upon return of the application to the counselor a review of the student's

records is made. This review insures that the student can meet our graduation requirements. Those students with attendance problems, day to day discipline problems, or who are unable to meet graduation requirements will be ineligible to attend vocational technical school.

Criteria for selection From the remaining eligible students a final list is chosen based on the following criteria:

- Past and present school attendance.
- Certain courses are placed on a quota basis, (i.e., we may only send one student to a particular class).
- Aptitude test, comparing ASVAB scores in the area of vocational interest.
- Student grade point average.
- Review of classes taken in the 9th and 10th grades that relate to the vocational technical area chosen by the student and how they meet the requirements of OTC Career Center.

Final Determination Final determination will be made by a committee of three using the above information. The committee will also take in consideration which student will benefit most from their program of choice. Students already set up in a two-year program will be allowed to return unless a problem with the student has come up. Students will be notified of their approval or disapproval by the committee.

Correspondence Classes

Two types of correspondence classes may be substituted for credit at Fordland High School. These credits must be elective type classes and the students are responsible for any fees associated with these classes. (*Effective 1988-89 school year*).

Self-improvement classes these classes are designed so that a student needing credits to graduate may do so. Students taking this type of correspondence course will not be eligible for honors. (Top Ten, Valedictorian, Salutatorian.)

Substitution of only two elective credits will be allowed toward graduation requirements. Only classes not offered at Fordland High School will be accepted towards graduation requirements.

Written notification of passing must be on file in the principal's office before a student can receive their graduation diploma.

Honor Classes these classes are geared toward the more academic-minded student. These students are usually college bound. To be eligible to enroll in the honors correspondent courses, students must have at least a 8.0 grade point average.

Student and classes to be taken must have principal approval. Classes must be in advanced areas of English, Math, Science or History not offered at Fordland High School. These classes would be graded under the weighted scale.

Teacher Assistants (TA)

Students must have an 8.0 on an 11.0 scale at the beginning of their 12th grade year. Students must have permission from the teacher before they can register. A student being a TA will not receive any credit for that hour.

Community Service

This course provides students with the opportunity to understand how their community realistically works by developing an awareness of "volunteerism" as a uniquely American concept. Each student will volunteer 90 hours of unpaid service per 1/2 unit of credit outside the regular school day. The type of community service will be worked out with the Principal; individual needs and interests will be taken into consideration.

This course may be counted towards the total amount of elective credit required for high school graduation, but may not be used for subject area required. This course will be graded on a pass/fail basis and will not

be included in G.P.A. or class rank consideration. A student can receive one (1) full unit of credit doing Community Service during grade 12.

Summer School

Credit will be accepted from summer school classes toward graduation in a subject area a student has failed during the regular school year or an elective class not offered at Fordland High School, or by principal permission if sufficient grounds are warranted. Summer schools must be accredited according to DESE guidelines. Any and all costs incurred will be the responsibility of the student.

Grading System, Weighted Classes, and Grade Point Averages

The grading system recommended for schools by the state department of education is used and values are as follows:

A - Excellent B - Superior C - Average D - Below Average F – Failure

Suggested scale is 100-90 = A; 90-81 = B; etc.

Normal Grading Scale

A = 11	C = 5
A- = 10	C- = 4
B+ = 9	D+ = 3
B = 8	D = 2
B- = 7	D- = 1
C+ = 6	F = 0

Weighted Grading Scale

A = 13	C = 7
A- = 12	C- = 6
B+ = 11	D+ = 5
B = 10	D = 4
B- = 9	D- = 3
C+ = 8	F = 0

Weighted Classes

Chemistry I & II	Biology II	Accounting
Algebra II	Geometry	American Literature
Pre-Calculus	Trigonometry	Mythology
Col. Eng. 101	Col. Eng. 102	Physics
Am Hist 120	Am Hist 130	Speech
Creative Writing	Expository Writing	Spanish III
Computer Application	Great Books	College Prep English

Core courses (Math, English, Science, Social Studies) that are available for dual credit at the collegiate level.

Speech, College Prep English and Child Development

Grade Point Average The total point values are added first, then divided by the number of classes attended.

Example:	History	A-	10
	Math I	C+	6
	English I	B	8

Keyboarding	B+	9
P.E.	A	<u>11</u>
Total		44

44 divided by 5 classes = 8.8 equals a "B" Average

Finals Finals will be given at the end of each semester. Finals may be given at the end of each quarter if the teacher feels the need. Finals must be taken as scheduled. *No early finals will be given.* Students missing on the day of finals will be required to make up those finals the first day they return along with any other scheduled finals or test.

At the end of each semester students who have 97% attendance, 100% of assignments submitted, and have not had ISS will be eligible for the Triple A Club (Academics, Attitude, Attendance). Each semester the Triple A Club will take a fun field trip determined by the sponsors for the day.

Types of Diplomas

Three types of diplomas will be issued at Fordland High School.

Honors Diploma Any student who meets all state and local requirements and the following requirements will be granted an Honor's Diploma from Fordland High School

- 4 English credits - Eng. I, II, III & one elective
- 4 Science credits
- 4 History credits
- *4 Math credits which must include Algebra & Geometry
- 2 Practical Arts
- 1 Physical Education
- 1 Fine Art
- 1 Foreign Language
- 1/2 Health
- 5 1/2 Elective credits
- *27 Total Credits

*Students graduating before the 2013/14 school year are required to earn 3 Math credits and 26 total credits to earn an Honors diploma.

Recommendation from the faculty. Good citizenship throughout school years. Students must have at least an 8.0 GPA for all classes taken. The Honor's Diploma Program will be reviewed yearly. Some credits may be waived if every attempt is made to reach requirements.

Standard Diploma See pages 11 & 12 for requirements.

Attendance Diploma An attendance diploma will be given to anyone who has not met the state and local graduation requirements, but who has attended high school for four years, has been a good school citizen, recommendation of teachers, administration and school board.

Commencement Commencement will be set at the February Board Meeting of each school year. The superintendent will set the date and also approve the speakers. The students will select their gowns and caps.

Honors and Awards

The honors and awards program at Fordland Schools is designed to recognize those students who are outstanding academic achievers. This policy will include all students.

Honor Roll

The honor roll shall be determined each quarter by assessing each student's grades. The "A" honor roll requires a student having all "A's". The regular honor roll shall require a student having a "B" average. Students may have only one "C" with no grade lower than a "C". Other honor awards shall be given on awards day.

Valedictorian and Salutatorian

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and salutatorian will be selected for each high school graduating class. The valedictorian and salutatorian will be selected according to the following procedure:

- The valedictorian will be the student with the highest grade point average as computed at the end of the students 8th semester. An unofficial announcement will be made at the end of the third quarter of the students eighth semester of high school work for the purpose of applying for college admission, grants and scholarships. (In case of a tie for valedictorian, co-valedictorians will be honored)
- The salutatorian will be the student with the second highest grade point average as computed at the end of the students 8th semester. An unofficial announcement will be made at the end of the third quarter of the students eighth semester of high school work for the purpose of applying for college admission, grants and scholarships. (In case of a tie for salutatorian, a co-salutatorians will be honored.)
- To be eligible for valedictorian or salutatorian honors, a student must be enrolled within the school district prior to and continuously following the 10th school day of the student's senior year. Students must have completed 8 semesters of High School.

Academic Letters

In an effort to reward and recognize students at Fordland High School who have excelled in their classroom, it is proposed that academic letters be awarded in the following manner:

- Students in grades 9-12 will be eligible to receive academic awards.
- Students shall carry at least a 9.0 cumulative grade point average on an 11.0 scale with no grade lower than a "C" (5.0) for the first three quarters of the school year.
- Students must carry six credits with at least three hours being in the following four areas: Math, English, Social Studies and Science.
- Transfer students would become eligible for the academic letter after being enrolled the 1st day of classes at Fordland High School. This includes completing the first, second and third quarters of one school year.
- Letters will be presented publicly at the awards assembly or honors banquet at the end of each school year. Board approved 11-18-90

Counseling and Intervention Services

Student Assistance Team (SAT)

The Student Assistance Team is a group of high school teachers and the counselor organized to help at risk students. The SAT Teams screen students that have been referred and develop intervention plans to help the students succeed. These intervention plans range from tutoring to referrals to outside agencies.

Guidance Service

A counselor is available to students for a variety of guidance and counseling services. Problems related to school, personal life, or the future may be discussed with the counselor. Listed below are some of the services. All referrals will be approved by the building principal.

Information Center Information is available about jobs, laws, school and drugs. If you have a question, come by and ask. All questions are considered confidential and will not be repeated.

Study Help Having trouble making the grades you want? You can learn better study habits and you can even get help studying for a test.

Career Questions Want more information on a career or need help choosing a career? Job information and an interest inventory are available.

Schedule Help If you have questions about or need help with your schedule or school requirements, come by the office.

Problem Help No matter what kind of problem you have in class, with a friend, big or small, in or out of school....there are answers! Sometimes it is good just to talk to someone, other times you want to hear alternatives or need help communicating in the best way.

Jobs You can get help with how to find a job, have an interview or write a resume.

Test Results You can find out how you did on an achievement test.

Correspondence Study Correspondence classes are available for credit or self-improvement. Information and applications are in the counselor's office.

Schools and Scholarships Vo-Tech, College, Summer Programs, Competition...the list is endless. Admission requirements and applications are available.

Health and Illness Policies

Health Regulations No student with a contagious disease, shall attend school. Proof of no disease rests with the parents of the child.

Inoculations The Board of Education reserves the right to refuse attendance of students who have not had inoculations as required.

Illness at School Each student will be given a health information form to be returned to school. Proper care will be given to each student to the best ability of the school officials. A student seriously ill will be sent home. When necessary he may be taken to a doctor or hospital. Parents will be contacted whenever possible and their instructions will be followed.

Communicable Diseases A student shall not be permitted to attend classes or other school sponsored activities, if the student is known to be afflicted with or liable to transmit any contagious or infectious disease unless the board or its designee has determined, based upon medical evidence, that; (1) the student is no longer infected or liable to transmit the disease; or (2) the student is afflicted with a chronic infectious disease which poses little risk of transmission in the school environment with reasonable precautions.

Any student permitted to attend school with a chronic infectious disease must do so under specified conditions. Failure to adhere to the conditions will result in the student being excluded from school. Any student determined to have a chronic infectious disease and who is not permitted to attend school will be provided instruction in an alternative educational setting in accordance with district policy.

The district has implemented reporting and disease outbreak control measures in accordance with 19 CRS 20-20.010 through 20-20-060 & 19 CRS 20-28.010. *This policy was approved by the State Board of Education on October 15, 1987. Adopted by Fordland Board of Education on January 20, 1988. 503.3*

COURSE DESCRIPTIONS

A detailed course description of each course is located in the Curriculum Guide located in the principal's office.

Agriculture

Agriculture Science I A course designed for instruction in animal science, agricultural mechanics, careers, leadership, and supervised agricultural experience. Units may include agribusiness, fish and wildlife management, and food science.

Agriculture Science II A course designed for instruction in plant and crop science, soils, entomology, horticulture, and forestry; and additional instruction in agricultural mechanics, careers, leadership, and supervised agricultural experience.

Agricultural Construction This course is an advanced agricultural education course, which utilizes the necessary skills in the development and construction of major metal and wood projects. Students will be allowed to enhance skills previously obtained in Ag. Science I and II.

Agricultural Structures A course includes electrical wiring, plumbing, masonry, handling and processing equipment and farm buildings.

Agricultural Mechanics A course includes the selection, operation, adjustment, maintenance, and repair of equipment and facilities.

Ag- Coop. This course provides for the enrollment of students that are released on school time to complete a cooperative occupational experience in an approved training station in agriculture. A signed training agreement and training plan must be completed for each student. **Student must have been enrolled in at least one agricultural class their Junior or Senior year.**

Animal Science/Advanced Livestock Advanced study in animal production, management, marketing, nutrition, breeding, production records, selection, animal health, waste management, and biotechnology may be included in this course.

Conservation/Wildlife Mgt. A course that prepares students for activities in the conservation and/or improvement of natural resources such as oil, water, air, forests, fish, and wildlife for economic and recreational purposes.

Greenhouse Operation & Mgt. This course develops a basic understanding of greenhouse techniques. The production of greenhouse crops will be used to demonstrate procedures such as plants started from cuttings, seeds, grafts, or by layering. Students will manage their own crop as a greenhouse project.

Art Department

Art I - Grades 9-12. , This course will allow students to express their creativity through a wide variety of planned out art projects. Students will study color theory, art vocabulary and art history from the textbook, *Art Folk*. Students will work with many different media. Students will need to purchase a set of colored pencils, #2 pencils, pink pearl eraser, rubber cement, and sketch book. Approximate cost is \$8.00-\$10.00. There is a \$7.50 art fee to help with the cost of supplies used.

Advanced Art This course is designed to allow students an opportunity to perfect skills and knowledge learned in Art I. Students will be given advanced projects in painting, drawing, sculpture, design, stenciling,

and printmaking. Students must furnish sketch book, pencils, eraser. Approximate cost will be \$8.00 - \$10.00. To qualify as an Art II student, students must have completed Art I with a minimum of a "B" average. There is a \$15.00 art fee to help with the cost of supplies used.

Art II This course is designed to allow students an opportunity to perfect skills and knowledge learned in Art I. Students will be given advanced projects in painting, drawing, sculpture design, and art history. Students must have at least a "B" average in Art I to enroll. Approximate cost will be \$15.00.

Business Department

Business Law This course is designed to improve computational skills and apply them to business situations. Areas of study include mathematical problems dealing with interest, percentages, notes, installment buying, insurance, depreciation, markup and markdown, payroll, and taxes.

Computer Applications This course is designed to help students master beginning and advanced skills in the areas of word processing, database management, spreadsheet applications, desktop publishing, multimedia, Internet usage, and integrated software applications.

MultiMedia Students will work with multimedia software to develop electronic presentations. They will learn how to manipulate text, art and graphics, photography, animation, audio, and video for presentations in various media formats.

Desktop Publish(Yearbook) Students develop proficiency in using graphic arts/desktop publishing software to create a variety of business publications such as flyers, brochures, newsletters, etc.

Introduction to Business This course is designed to introduce students to how business works in today's society and to provide a foundation for other business courses. Content includes business functions such as accounting, management, marketing, and other consumer issues regarding money and money management, banking system and services, government's role in business, and technology in the business world.

Personal Finance

Understanding and managing personal finances are key to one's future financial success. This one-semester course is based on the Missouri Personal Finance Competencies and presents essential knowledge and skills to make informed decisions about real world financial issues. Students will learn how choices influence occupational options and future earning potential. Students will also learn to apply decision-making skills to evaluate career choices and set personal goals. The course content is designed to help the learner make wise spending, saving, and credit decisions and to make effective use of income to achieve personal financial success.

E.A.G.L.E.

E.A.G.L.E. is a gifted program for identified students in grades 9-12. E.A.G.L.E. meets once a week. The E.A.G.L.E. teacher is to serve the students as a mentor and resource teacher. The course includes group discussion, concerns, aspects of gifted (including affective education), problem solving techniques, and use of critical and analytical thinking skills. The course also includes planning for future opportunities based on individual interests and needs.

Family and Consumer Science Department

Child Development Grades 10-12. An introductory course in child care designed to develop basic understandings of child development from conception to and including age six. Through the study of physical, intellectual, emotional, and social development of children, this course presents various theories of child care and guidance and approaches child understanding through self-understanding. Management of parental responsibilities; the parental attitudes, goals and values, and parent-child relationships will be emphasized.

Family and Individual Health Grades 10-12. An instructional program that prepares individuals to understand the related aspects of health in family living with special emphasis on nutrition, emotional health, and physical health; the relationship of the health of an individual to the well-being of the family; the prevention of illness; and the basic care of the ill and convalescent in the home, including the elderly, the young child, and the handicapped.

Nutrition & Wellness Grades 10-12. An advanced course in foods, nutrition, and related areas which builds on the learning activities of FACS. Students will plan, prepare, and serve foods for many types of occasions. Special food experience including types of diets, methods of food preservation, purchasing and storage of food, food labeling, and food for children are considered. The entertainment of guests for meals, dining room decor, and safety measures in food preparation are stressed. This course helps students identify their values related to personal and family eating habits, nutritional needs, consumer practices, and employment opportunities.

Food Science An advanced foods class that enables students to construct meaning related to the biochemistry of foods. Students will solve problems related to foods and nutrition and assess the impact of food safety and health. (Nutrition & Wellness is a prerequisite).

Family Leadership A course designed to prepare the student in the areas of understanding self, interpersonal relationships, family living, parenting, careers and leadership development. Emphasis will be placed on developing life skills which will help the student to appreciate factors influencing decisions and choices related to family relationships and parenting.

Language Arts

English I Grade 9. An exploration of three modes of writing: description, narration, and exposition. Grammar will be studied as it applies to composition taking into account the needs of the individual students. Selections from world literature will be studied including examples of essays, poems, short stories, plays, and novels. Developmental reading will be stressed. Spelling and vocabulary will be studied during composition and literature units as well.

English II Grade 10 English II is a course designed to explore the three modes of writing: description, narration, and exposition. Grammar will be studied as it applies to composition taking into account the needs of the individual student. Selections from literature will be studied including: essays, poems short stories, plays, and novels. Developmental reading will be stressed. Spelling and vocabulary will be studied independently and during composition and literature units, as well. A minimum of one formal research paper will be assigned during the course of the year.

English III Grade 11. A continuation of basic skills taught in English I and II with emphasis on mechanical skills. Both English and American Literature will be discussed. This course is designed to help students improve speaking, reading, and writing skills. Students will learn to incorporate sources by writing a literary paper.

Speech Grades 11-12 In this course, students will be offered the opportunity to complete three hours of college credit while obtaining credit for high school graduation. Students will learn the foundation for public speaking and will be expected to give a minimum of four speeches in class. Students will study and become proficient at public communication, focusing primarily upon the informative, persuasive, and demonstrative speeches. They will also be expected to complete a group presentation.

Mythology Grades 11-12. This literature survey class focuses on the different mythologies of the world. Cultural differences and similarities will be examined, plus the impact these mythologies have on today's world, especially in the fields of literature and science. Any college-bound student would gain useful background knowledge for a sound college foundation.

Creative Writing Grades 11-12 Students in this semester course will read and analyze several short stories, poems, and other pieces in order to grasp a better understanding of the creative writing process and

components. Students will be expected to write several short stories, poems, etc., developing individual writing style and voice. Well-developed mechanical skills are necessary for this class.

Drama Grades 10-12. This course is designed to introduce students to the play as a dramatic form of literature. Emphasis will be placed on studying a developmental structure of a play and looking at that structure as it applies to man in action in terms of his thoughts, feelings, and behavior. Activities will include the study of drama readings of a variety of plays from Greek Literature to the present, and general development of individual skills in analyzing and interpreting orally the literature studied. Extensive readings of required plays will be a major focus in the classroom.

College Prep Grades 11-12 This semester course will primarily focus on preparing for the ACT. This course will also focus on college appropriate reading, writing, and thinking. Students will read various upper level pieces, including essays and poems and respond to them in appropriate papers. This course will allow students an arena for higher order questioning/discussion while fostering the opportunity to work on writing and critical thinking skills. Students will work to become proficient communicators for college.

Contemporary Novels Grades 11-12 This semester course provides students the opportunity to study and investigate current trends in recent literature, written in or translated into English. Texts would date from 1970's and later. Novels pertain to students' world and culture and use contemporary English slang. Students will develop a better understanding of their world and how current novels reflect and analyze the problems that they face. Students would be expected to read several pieces and then respond to the reading in short formal writings and discussion.

Short Stories Grades 11-12 In this semester course, students read and evaluate a number of short stories, both in discussion and formal writing. Students would examine the elements of the short story and compare those to other writing genres. Students also discuss the contributions of each writer to the literary world.

Great Books Grades 11-12 – In this course, the students will study major literary works dating from the Middle Ages through the present. This course also places heavy emphasis on the student's ability to write about literature. The goal in this course will be more than simply read and understand the work, but also to understand the significance it had in its time period and how it relates to us today.

Ethics in Communication Students will be given the opportunity to analyze ethical responsibility in human communication. The primary intentions of this course are (1) to provide information and insights concerning a variety of potential perspectives for making ethical judgments about human communication (2) to sensitize participants in communication to the inherency of potential ethical issues in the human communication process (3) to highlight the complexities and difficulties involved in making evaluations of communication ethics (4) to encourage individuals to develop thoughtfully their own workable approach to assessing communication ethics; and (5) to aid individuals in becoming more discerning evaluators of communication through enhancing their ability to make specifically focused and carefully considered ethical judgments. Topics will include: political perspectives, human nature perspectives, dialogical perspectives, situational perspectives, religious/ utilitarian/legalistic perspectives, and formal codes of ethics.

Group Communications Students will be given the opportunity to analyze the communication processes in a group context. This course will provide an in-depth examination and application of theories and search of small group communication. Topics will include: group structures, socialization, decision-making, conflict managemtns, problem solving, and leadership.

Spanish

Spanish I This course is designed to give the student an overall understanding of the Spanish people, language, and country. Included are vocabulary, grammar (verbs and the present, future, and past tenses), conversation, culture, and a little Spanish geography and history.

Spanish II Grades 11-12 - This course takes up where Spanish I leaves off. More work is done in reading and writing Spanish. The past tenses of the verbs are introduced. Students will be expected to do an in-depth research paper pertaining to a Spanish topic.

Mathematics

Applied Math I Grade 9. This is the first of a two-year program of initial algebra. This classic designed for students who have had basic general math exposure and are capable of a degree of abstract reasoning. This class is offered as an alternative to the more difficult standard first-year algebra course. This class will devote more time to developing mathematical maturity which will help students develop mathematical power.

Applied Math II This course involves work with measurement, linear and quadratic equations, statistics and probability, geometry, and right triangle trigonometry. Most lessons are supplemented with hands-on laboratory activities. This class is an alternative to the college prep classes and is intended for those who may find it necessary to further their education after high school.

Algebra I Grades 9-12. Passing score on Algebra I prognosis test. This course deals with symbols, terminology, and the basic structure of the real number system and their application or solution of problems. In solving these problems, the student will acquire facility in applying algebraic concepts and skills. Graphical representation and the role of deductive reasoning in Algebra are stressed. Students who elect Algebra should have good work habits.

Algebra II Grades 11-12. Prerequisite Algebra I. This course is recommended for those who plan to go to college or technical school. Physical science, biology, social structure of the real and complex number system, deductive reasoning in algebra, and the function concept are emphasized. This course is open to students who have successfully completed Algebra I. It is recommended that Geometry precede Algebra II, especially for students planning to take four years of mathematics.

Calculus Grade 12. Prerequisite is Algebra I, II and Trig. This course emphasizes skills to help students apply algebraic, exponential, logarithmic, and trigonometric concepts. Some elementary calculus ideas are introduced, such as limits and derivatives.

Geometry Grades 11-12. This course may be taken by students who have had first year Algebra. Practical problems that utilize the concepts and facts of Geometry are stressed throughout the course. Students experience the stimulation and satisfaction that comes from clear and sometimes creative thinking.

Trigonometry Grades 11-12. Geometry is strongly suggested. It is designed to meet the mathematical needs of college-capable students. Polynomial, exponential, logarithmic, and trigonometric (or circular) functions and their properties and graphs are discussed. Sequences and series, matrices, analytic geometry, and vectors are studied as time allows.

Music Department

Band Grades 9-12. Fundamentals of music are applied to a woodwind, brass, or percussion instrument. "The Screamin' Eagle Marching Band" participates in basketball half-time shows, concerts, and area parades. Participating in performances is mandatory.

Music Appreciation Grades 9-12. A study of the development of music with emphasis on history, including the role music has played in various historical periods, and music theory.

Mixed Chorus Grades 9-12. Music fundamentals applied to the voice in four-part harmony. Techniques of show choirs involving song and dance routines are studied. Participation in performances is mandatory.

Fundamentals of Music Grade 10-12 – This music course will cover a wide variety of musical aspects: instruments, the voice, musical sound, music theory and music history will be studied. Students will be learning not only through lecture settings, but also through a "hands-on", direct input, and feedback process.

Health and Physical Education

Health Grade 9. The purpose of this required course is to help the student gain an understanding of his or her body, of the medical services available, and of measures helpful in maintenance of good personal health. Organized instruction will include physiology, personal hygiene, nutrition, importance of regular exercise, dental hygiene, communicable diseases, use and misuse of drugs, mental, hygiene, sanitation, and public health.

Boys and Girls Physical Education Grades 9-12. A program of activities in these courses emphasize condition for physical fitness and development of specific motor skills as well as good posture. Team sports such as soccer, volleyball, basketball, and tumbling will be offered in the proper season. Daily participation will account for 3/5 of the total grade. The other 2/5 of the grade will come from P.E. written tests, standard and national fitness tests, skill tests in accordance with that quarter's activities. Grades will have a percentage value and be averaged for the semester grade.

Lifetime Sports Grades 9-12. This course is designed with the purpose of emphasizing activities and development of skills required to allow the individual to lead an active lifestyle for the balance of a lifetime. Activities include, but are not limited to, bowling, golf, tennis, weight lifting, aerobic conditioning, weight control techniques, and use of proper nutrition. Daily participation accounts for 60% of the total grade. The remaining 40% of the grade will come from written tests and skills tests in accordance with the quarter's activities. Grades will have a percentage value and be averaged for the semester grade.

Team Sports Grades 9-12. A program of activities designed with team concepts, strategies, and play. Proper skill development and team strategies along with strength development and aerobic conditioning are integrated into sports such as volleyball, speedball, basketball, softball, and other seasonal team sport seasons. The student's grade is determined in the same manner as the lifetime sports class.

Science Department

Biology I Grades 10-12. This course is designed for students who are planning on college. It covers the subjects of cell biology, taxonomy, botany, zoology, and genetics in detail. Laboratory work accompanies each phase of the course, including dissection and microscope work.

Chemistry II Grades 11-12. This course is designed for those students who have completed Biology and plan on a college degree where science is emphasized. This college preparatory class covers chemical measurement formulas and names of compounds, chemical reactions and equations, calculations with formulas and equations, chemical bonding, atomic structure, oxidation-reduction reactions, and gas law problems. Laboratory work accompanies each phase of the course. Students must have a working knowledge of Algebra to take this course.

Applied Biology Grades 10-12. This course provides the student with a background in Biology and Chemistry. It includes units on life processes, human biology.

Physics - Grades 11-12. This course is designed for those students who have completed Biology and plan on a college degree where the physical sciences are emphasized. This class covers the theory of moving objects, heat, light and waves, electricity, and electronics. Students must have a working knowledge of Algebra to take this course.

Physical Science Grade 9. This course is designed to fulfill the science requirement for graduation and to give the student an introduction to several science topics. The general area of study are as follows: The tools of science, the structure of matter (Chemistry), the nature of energy (Physics), the systems of our world (Earth Science and Astronomy), the patterns of life (Biology), the influence of science, and current related issues. Although limited, most laboratory work is done by the instructor.

Anatomy & Physiology -Anatomy & Physiology is designed as a third science course, particularly for those students who plan on a college degree. This class covers the characteristics of human beings--their body structure and how the human body works. Students should complete Biology I before taking this course.

Social Studies

American History Grade 9. Modernization of the United States and its role in world affairs from the late 19th Century to the present. Topics to be covered include Gilded Age, Industrial Revolution, Progressive Movement, World War I, World War II, Age of Franklin D. Roosevelt, and Cold War America.

Contemporary History Grades 11-12 – This course is designed to instruct students on the two most pivotal events of the 20th century—The Great Depression and World War II. Reports are required for this class.

Psychology Grades 11-12. This course will be designed to introduce the student to a study of human behavior and interpersonal relations. Students will study the relation of the individual to society and the psychological development of the individual. Students will be expected to participate in discussions and complete written reports on a variety of psychological subjects.

Sociology Grades 11-12. This course will emphasize the study of man and his relationship to society. A variety of topics will include man and technology, socialization of the individual, modification of behavior, marital relations, and the study of other cultures as they relate to modern culture. One major project will be required to pass the course.

World History Grade 10. Focusing on the cultures and lifestyles of people through the ages, this chronological survey of world history presents facts in a narrative style on an easy reading level. The course contains a well- balanced presentation of Western, Non-Western, and Latin American History as well as substantial material on cultures, geography, political, and economic history. It begins with the Old Stone Age, includes chapters on The First Civilizations, India, China, Greece, The Roman Empire, Christendom, Africa, Japan, Renaissance, Age of Reason, the Industrial Revolution, World War I, Rise of Communism, World War II, as well as others.

Government Grades 11-12. This course is designed to help students in acquiring basic skills and knowledge essential in becoming an informed and active adult citizen. The major topics covered include American Political Systems (federal, state and local), rights and responsibilities of citizens, electoral process and voting, and political parties. In addition to other requirements to receive a passing grade, students will be required through examinations to demonstrate their understanding of the basic provisions and principles of the Constitutions of the United States and The State of Missouri.

Contemporary Issues Grades 11-12 – This course will provide students with current issues and topics of the day. Students will discuss, debate, and research current topics. Students will discuss the current events of the day such as changes in political leadership throughout the world, major happenings in the U.S. and in the world, and important world individuals. Newspapers and magazines will provide the major portion of the readings. Lectures, films and discussions will provide additional materials. Research papers will be required.

VOCATIONAL-TECHNICAL EDUCATION

The purpose of vocational education is to provide quality training for gainful employment. Most of the courses offer two years of training. It is desirable that juniors enroll in the program and continue for the second year. The vocational courses are taught in the OTC Career Center at 815 North Sherman. Students who enroll in the vocational courses are transported from their home school to the center and are returned to their home school. The courses are three hours in length and meet morning and afternoon. Good attendance is essential. One day of absence is three hours of absence. It is difficult to keep up with the class when you are absent.

The OTC Career Center is staffed by qualified teachers who have worked successfully in the skill area in which they teach. The classes are well equipped with the modern tools and machines used in the trades.

In some of the course descriptions, recommendations are listed for preparatory subjects. You are encouraged to follow these recommendations or requirements. Students considering a vocational course should choose wisely. Ask questions, visit the OTC Center, talk to the teacher, include your parents when you visit, if possible. You are making a career decision.

The OTC Career Center has a full-time placement person who works with employers and students to achieve maximum employment for our students. See Vo-Tech Screening Procedures on pages 7&8

Transportation

Bus Transportation

Student Buses Students who ride the bus to school will be assigned a bus by the superintendent of schools. They will be required to ride the assigned bus to and from school. They will not be allowed to get on or off the bus except at school or their homes. Any exceptions must be approved by the principal. Student are to enter the school building at the front door, immediately after getting off the bus at school.

Transportation To and From Activities Transportation shall be made by bus and other such conveyances furnished by the school. All students must ride the school provided transportation to away school activities. The parent or legal guardian may verbally contact the sponsor while at an away event and sign their son/daughter out from the event to their care. If a parent wishes to have their son/daughter ride home with another adult (relative or another parent), they may do so by going into the building principal's office during normal working hours (8:00 a.m. – 3:00 p.m.) and fill out a Transportation Release Form. This must be done on a game by game basis. Notes and phone calls will not be accepted. Students will be expected to ride the bus back to the school unless the above arrangements have been made. (Students will not be released to ride with other students including siblings.) Emergency situations will be handled on a case by case basis.

Student Vehicles and Parking Regulations

Student Vehicles Students may drive vehicles to school under the following conditions:

- No person under the legal driving age shall be permitted to drive or park an automobile, motorcycle or other motor powered vehicle on school grounds, except driver education students when accompanied by an instructor.
- Students who drive vehicles to school shall be properly licensed as an operator by the State of Missouri and the vehicle they drive shall be properly licensed by the State of Missouri.
- Students are not to be in their cars or to move them during the school day without permission from the principal. They are expected to use safe driving practices on school grounds, obey all speed limits posted on school property (5 miles per hour) and observe "no parking" areas
- Driving a vehicle to school and/or parking on school district property is a privilege and not a right which may be revoked by the school's administration. The school administration reserves the right to search any student's vehicle, on school district property if the administration has reasonable suspicion that the vehicle contains prohibited materials or evidence of a violation of Board of Education policies.

Student Parking Students may park on both sides of the west parking, starting from the light pole by the baseball backstop, north. All vehicles are to be parked between the parking lot lines and only take up one slot. Students parking across from the front of the gym are to park on the black top. Parking spaces on the

south end of the gym is reserved for Middle School personnel and visitors. Regulations for student parking shall be as follows:

- When students, driving private cars to school arrive in the school zone area, they are to go to the school parking area and park the cars.
- Upon arriving or at the conclusion of the school day, the vehicle is to be operated in a safe and sane manner. Students will be considered as arriving at school if they come on the school grounds or enter the school driveway. *All students should enter the front door immediately upon arrival.*
- The vehicle shall remain parked at a place on the school ground designated by the principal for student parking.
- Students shall not sit in cars nor bother them during the school day while they are parked on the school grounds.
- All vehicles shall be properly parked. The vehicles shall be parked in such a manner as not to create a hazard.
- Soliciting of items such as fliers, pamphlets, etc., will be prohibited in the school parking lot.

Extra-Curricular Activities and Organizations

Student Activities

Student activities in the Fordland School provide an opportunity for each student to engage in their special interest. The activity calendar will be found in the principal's offices. All activities concerning the school should be placed on the calendar as soon as possible in order to prevent conflicts.

While student activities are important for the all-around development of the student, they must be of *secondary* importance in the program of the school. Regular classroom work **MUST COME** first. With this in mind, teachers will not schedule activities while classes are scheduled. In addition, activities such as parties, dances, etc., when held on school premises should not proceed past 12:00 p.m.

Fordland School is a member of the Missouri State High School Activities Association and is guided by the regulations adopted by this organization. The rules, eligibility, limitations on participation, length of trips, number of trips, number of games played, number of tournaments played, and other elements are determined by the Association's regulations.

After-School Activities Students are not to loiter in the school building after school is dismissed, unless they are required to be in here for conferences with the instructors or are participating in a school activity. Students must have a supervising teacher with them for any after-school activity.

Citizenship Concerning Student Activities Included in good citizenship is regular and punctual attendance which promotes the best interest of the school. Repeated referrals of a student to the office of the principal or superintendent for misconduct will be considered sufficient reason to declare a student ineligible to participate in school extra-curricular activities.

A single serious breach of conduct of a student either in or out of school or while participating in any activity may result in permanent suspension from that activity and possibly from school.

Class Activities Class activities are encouraged and promoted. Each class may have one approved money making project for the year. Each class will elect their officers and be assigned one or more teachers to act as supervisors. Each class may have one class sponsored party per year.

There will be no out-of-state trips unless approval by the Board of Education is given.

Extra Curricular School Attendance Students participating actively or passively in an extra-curricular activity (playing or attending sports, music, shop, class trips, etc.) must be in school all day (be at school by 8:45 a.m.) in order to participate on that day. Students turning 16 will be excused to take their drivers test. However, the student should attend one-half day (3 consecutive hours). Exceptions due to valid extenuating circumstances may be granted only through the principal and *must be discussed before the day of an event*.

Students must be in school one-half day (3 consecutive hours) to be eligible for after-school practices, unless permission has been granted by the principal and *discussed the day before the event*.

Students participating in these activities on week-ends or holidays must be at school the last day school is in session (Friday for a Saturday game) or contact the *principal the day they are absent*, to be eligible to participate.

Class Sponsors Class sponsors will be appointed by the principal in conjunction with the superintendent. All class meetings are to be approved by the principal's office.

Dances-Proms Students of Fordland High School grades 9-12 will be permitted to invite one guest to each dance. The student is responsible for the conduct of their guest. To attend a dance all guests must be at least in the 9th grade. Dance and Prom dates must be at least a 9th grade student and below the age of 21.

All students who invite out-of-school guests to the dances must sign their name and the guest's name on a list established in the principal's office and be approved by the principal by a set date which will be published in the bulletin. Students dropping out of school will not be allowed to attend Fordland R-III dances/Prom until their graduating class has graduated.

In addition, dates outside of Fordland High School must provide proof of identification, such as school identification, driver's license, etc.

Brothers, sisters or other relation will not be allowed to attend dances. Alumni of Fordland High School and their dates are welcome at the homecoming dance.

When students leave the building, they will not be permitted to return. Tickets will not be sold at the door except for the homecoming dance and all students and guests must be here within 20 minutes of the start of the dance unless special permission is received from the principal. Parents of students are welcome to attend any dance.

Organizations

Student Council Student Council does not mean student self-government but it does mean student participation in government. Through the organization it is hoped that the students will be aided in understanding and living in our democracy.

Some of the major projects sponsored by the Student Council are student assemblies, dances, and homecoming.

The Student Council consists of a president, vice-president, secretary/treasurer, and representatives from each class and club. The Student Council shall have the authority to ask for volunteer committees from the student body at large for activities such as fund raising.

Beta Club The purpose of Beta Club is to promote the ideals of honesty, service, and leadership among high school students of America; to reward meritorious achievement; and to encourage and assist students

to continue their education after high school. A student wishing to become a member of the Beta Club must (1) be of worthy character (2) good mentality (3) creditable achievement - B or better grade point average and no D's or F's on semester grades (4) commendable attitude (5) a sophomore, junior or senior class member.

Student Eligibility –Students participating in **MSHSAA sanctioned activities** at Fordland High School must follow MSHSAA guidelines of eligibility.

Students that participate in extra-curricular sports activities including cheerleading, must submit a health examination form and proof of health accident insurance.

Health Exam and Insurance Students that participate in extra-curricular sports/activities including cheerleading must submit a health examination form and proof of health accident insurance. This must be on file before the student participates in the first practices.

Student Athletics

Participation in interscholastic athletics is a privilege and carries with it responsibilities to the community, staff, and students. The following standards define expectations for athletes who represent our school through participation in these activities in grades 7-12. The list is not all-inclusive and does not specify additional standards set forth by coaches. Athletes must also meet the eligibility requirements of the *Missouri State High School Activities Association*. If standards are violated, the athlete may be restricted from practicing, competing, or representing the team. Penalties noted below apply extenuating circumstances are present.

Academics: Athletes must be good students. High school athletes (grades 9-12) must have successfully completed courses earning a minimum of **3.0 credits and maintain a (C-) average (4 on 11 pt scale)** in the preceding semester and must be enrolled in courses earning minimum of 3.0 credits in the current semester. Athletes in grades 7-8 must be enrolled in a normal course load and have been promoted at the end of the previous year (see *"How to Maintain and Protect your High School Eligibility"*, MSHSAA). **If credits are maintained students may re-instate eligibility by meeting the C- average at quarter.** Revised - June 8, 2009

Attendance: Athletes should attend school on the date of an activity. If an athlete misses class on the date of a contest without being excused before hand by the principal, he or she will not be eligible on that date and cannot be eligible again until the student attends a full day of classes without an unexcused absence.

School Conduct: Athletes must be good school citizens. Athletes may not represent the school (practice or in games) while on in-school or out-of-school suspension. Excessive discipline referrals (5 or more) or a second out-of-school suspension may result in loss of eligibility.

Out-of School Conduct: Athletes must be good citizens of the community. Any athlete who is arrested or charged with a misdemeanor (except minor traffic violations) or felony must inform the coach or principal the next school day. If there is credible evidence of guilt the student may lose their eligibility for 10-180 school days. Failure to report an incident will cause the student to become ineligible for the remainder of the season.

Student athletes are also governed by the Fordland R-III School's Discipline Policy found in the student handbook. Students and parents are responsible for reviewing this Discipline Policy.

Athletic Letters

The general rules for all areas:

- Must have approval of sponsor and principal

- Letters awarded to varsity players only
- A transfer student must enter one half of the quarters, matches, or innings during the period they are eligible
- A senior may letter on recommendation of sponsor
- Must be playing regularly if sidelined by injury before end of season
- If a student quits for any reason, that student will not letter

Requirements for Specific Events:

- A Basketball
 - Player must enter in at least half of the quarters during the season
 - "B" team players may earn provisional letters under rule No. 1
- B Baseball & Softball
 - One point shall be given for each inning entered or played
 - A player must earn 50% of possible points
- C Volleyball
 - One point for each game entered or played during the match
 - Player must earn 50% of possible points
 - "B" team players may earn provisional letters under rule No. 1
- D Cross Country
 - Must place in top ½ of Varsity Race
- E Cheerleading
 - Be elected for one year of varsity cheerleading
 - Complete the year and cheer at least 95% of the games
 - Junior varsity cheerleaders eligible for provisional letter under rule No. 2
 -
- F Music
 - Must attend all music activities
 - Must maintain 88% average all four quarters in music class.

Athletes and cheerleaders must attend the Athletic Banquet as the last criteria in lettering. The only exception for not attending is illness of student or critical illness or death in the student's immediate family (father, mother, sister, brother, grandparents or any member of the family living in the same household). Notice to the principal's office should be made as early as possible.

DRUG TESTING POLICY

Adopted 02/15/2007

The Fordland R-III School District recognizes that chemical abuse or misuse is a significant health problem for students. Abuse and misuse of drugs and alcohol detrimentally affect overall health, behavior, learning ability, reflexes, and the total development of each student. The Board of Education is determined to help students by providing support for their efforts to remain drug free. Chemical abuse prohibited under this policy includes use of illegal drugs, alcohol, and the misuse of legal drugs and medications. For these reasons, any student in grades 7 through 12 who participates in extracurricular activities, including athletics will be subject to drug testing during the duration of the participation in the extracurricular activity. Drug testing will be paid for by the school district.

1. **Consent.** Students shall be required to sign a written consent for drug testing prior to participating in the program. Students shall receive a copy of the district's Drug Testing Policy that shall be read, signed and dated by the student and parent or guardian. Upon refusal to be tested, the student will be

suspended from the extracurricular activity for the duration of all activities, in which the club, organization, sport, etc., participates.

2. **Medication.** To help prevent false positive drug tests, students who have been or who are taking prescription medication must provide a copy of the prescription or the doctor's authorization upon request.
3. **Testing Procedure.** Random testing will be conducted during the length of participation. Protecting the privacy of the student and the accuracy of the test shall be priorities. Test results will be reported directly to the building principal and shall remain confidential. Tests will be administered and monitored by a qualified professional laboratory using scientifically validated toxicological methods.
4. **Positive Test.** If the student's test indicates a positive result, a second test may be administered to confirm the result. The student and their parent/guardian will be notified, as soon as possible of any positive result.
5. **Consequences.** The consequences are consecutive and will follow each student 7th through 12th grade. If a student's test indicates a positive result, a meeting will be held with the principal, student, and parent/guardian. Steps are as follows:

STEP 1- 28 day suspension, which will be reduced to 14 days (pending on proof of a professional evaluation and possible treatment by a licensed physician trained in chemical dependency)

STEP 2- 90 day suspension.

STEP 3 – 365 day suspension

STEP 4 – Career suspension.

6. Definitions.

Activities Included:

Academic Team	Art Club	Band	Baseball
Basketball	Beta Club	Cheerleading	Choir
Cross-Country	FCCLA	FFA	Flags
Foreign Language	Literature Club	Softball	Student Council
Volleyball	Yearbook Club	FBLA	

Additional student activities or sports may be approved by the local school board.

Alcohol. Defined as Ethyl alcohol or any beverage containing ethyl alcohol.

Illegal Drugs. The synthetic or generic equivalent or derivative drugs which are legal under federal, state, or local laws, including but not limited to marijuana, heroin, hashish cocaine, hallucinogens, depressants, and stimulants not prescribed for the user. Illegal drugs include steroids and its derivatives or related substances,

which are not prescribed by a physician or are prescribed by a physician for uses not authorized by the manufacture of the drug. See the Narcotic Drug Act. Section 195.101, RSMo, and section 202© of the Controlled Substances Act, 21 U.S.C. 812©.

Random Testing. Students covered by this policy will be subject to random selection for testing. In implementing the procedure, each student athlete will be assigned a number. On each testing day, a predetermined number of athletes will be selected using a table of random numbers. If a student selected in this manner is absent, additional random numbers will be selected until the predetermined number of students has been tested.

Purpose of Fordland R-III School District Drug Testing Policy for Students:

1. To allow students of Fordland R-III School to know that the school is concerned about their total well being. The School District is interested in helping students who may be having drug/alcohol problems.
2. To emphasize health concerns for students in areas of safety while they are participating in activities as well as the long-term physical and emotional effects of chemical use on their health.
3. To assist students to resist peer pressure that directs them toward the abuse or misuse of chemical substances.
4. To establish standards of conduct for students who are considered leaders among their peers.
5. To work cooperatively with parents assisting them in keeping their children free from illegal drugs and alcohol.
6. To provide referrals for students who need evaluation regarding their use or drugs and alcohol.
7. To deter chemical abuse or misuse by students through the use of random drug testing.

Computer Acceptable-Use Policy

The Fordland School District offers network and Internet access for teacher and student use. This document contains the Acceptable-Use Policy for use of the network system. Both parents and students should read the policy carefully before signing the Student User Agreement.

Educational Purpose

The network and Internet access has been established for a limited educational purpose. The term "educational purpose" includes classroom activities, career development, and limited high-quality self-discovery activities.

The network and Internet access has not been established as a public access service or a public forum. The Fordland School District has the right to place reasonable restrictions on the material you access or post through the system. You are also expected to follow the rules set forth in the district's disciplinary policies and federal, state and local laws.

You may not use the network and Internet access for commercial purposes. This means you may not offer, provide, or purchase products or services through the network or the Internet.

Student Internet Access

World Wide Web All students will have access to Internet World Wide Web information resources through their classroom, library, or school computer lab.

E-Mail Students will have e-mail access only under their teacher's direct supervision using a classroom account. Individual e-mail accounts are not being provided to students through the Fordland network.

User Agreement Parents and students must sign a Network User Agreement for students to be granted network and Internet access. Parents can withdraw their approval at any time.

Responsibilities of Network Users

With the rights and privileges of network use come certain responsibilities. Users need to familiarize themselves with these responsibilities. Conduct that is in conflict with the responsibilities outlined in this document may result in the loss or restriction of network privileges.

Personal Information Posting personal contact information about yourself or other people is prohibited. Personal contact information includes your full name, address, telephone, picture, etc.

Usage Respect resources limits. Do not knowingly degrade the performance of the network. All network users have the right to equal access to network resources. The system is to be used only for educational and career development activities and limited, high-quality, self-discovery activities. Uses, such as approved class work, have priority over other uses, such as browsing or “net surfing.” No single user should monopolize a computer or the network.

As an educational network, we believe that individuals must take responsibility for their actions and words. Exemplary behavior is expected. When “visiting” locations on the Internet, network users must conduct themselves as representatives of both their class and the entire school community as a whole. Treat people you meet on the Internet as if they were honored guests at your school.

Copyright Obey the rules of copyright and personal property. Network users must respect all copyright issues regarding software, information, and the attributions of authorship.

Installing software Commercial software may not be installed on the system without the express permission of the system network administrators.

Posting Posting personal communications to a public forum without the original author’s prior consent is prohibited. To do this is a violation of the author’s privacy. However, all messages posted in a public forum such as news groups or aliased e-mail may be copied in subsequent communications, so long as proper attribution is given.

Illegal Usage

Use of the network for any illegal activities is prohibited. Illegal activities include any purpose or activity that is prohibited by federal, state, or local laws, rules, or regulations.

Tampering with computer hardware or software, unauthorized entry into computers, or knowledgeable vandalism or destruction of computer files is considered a crime under state and federal laws.

Network users will not attempt to go beyond the user’s authorized access to the school network, or to any other computer system through another person’s account or access another person’s files. These actions are illegal, even if only for the purposes of “browsing”.

Viruses Avoid the knowing or inadvertent spread of computer viruses. “Computer viruses” are programs that have been developed as pranks, and can destroy valuable programs and data. Deliberate attempts to degrade or disrupt system performance of the school network or any other computer system or network on the Internet by spreading computer viruses is considered criminal activity under state and federal law.

Inappropriate Language Profanity or obscenity will not be tolerated on the school network. All network users should use language appropriate for school situations as indicated by school codes of conduct. Avoid offensive or inflammatory speech.

Network users must respect the right of others both in the local school network and in the Internet at large. Personal attacks are an unacceptable use of the network. If you ever feel harassed or threatened by somebody on the network, bring it to the attention of a teacher immediately.

Accessing Inappropriate Material The network is not to be used to access material that is profane or obscene (pornography); that advocates illegal acts; or that advocates violence or discrimination towards other people (hate literature). A special exception may be made for hate literature if the purpose of access is to conduct research and both teacher and parent have approved.

If appropriate material is mistakenly accessed, you should immediately “back out” of the access and tell your teacher. This will protect you against a claim that you have intentionally violated this policy.

Your parents should instruct you if there is additional material that they think would be inappropriate for you to access. The district fully expects that you will follow your parent’s instructions in this matter.

Pseudonyms Impersonation or pseudonyms are not permitted.

Search & Seizure There is no expectation of privacy on the school network. The situation is similar to the rights students have in the privacy of their lockers.

Routine maintenance and monitoring of the school network may lead to discovery of violation of this Policy, the school disciplinary code, or the law.

An individual investigation will be conducted if there is reasonable suspicion that a student has violated this Policy, the school disciplinary code, or the law. The investigation will be reasonable and related to the suspected violation.

Due Process The district will cooperate fully with local, state, or federal officials in any investigation related to any illegal activities conducted through the school’s network.

In the event there is a claim that a student has violated this Policy of the school disciplinary policies in the use of the school network, the student will be provided with a written notice of the suspected violation and an opportunity to be heard in the manner set forth.

Privileges and Rights of Network Users

Free Speech Students' right to free speech applies also to communication on the Internet. The school network is considered a limited forum, similar to the school newspaper, and therefore the district may restrict speech for valid educational reasons. The district will not restrict speech on the basis of a disagreement with the opinions being expressed.

Personal Responsibility It is presumed that users will comply with district network and Internet standards and will honor the agreements they sign. When using the school network, it may feel like you can more easily break a rule and not get caught. This is not really true because whenever you do something on a network you leave little “electronic footprints,” so the odds of getting caught are really about the same as they are in the real world.

Limitation of Liability The district makes no guarantee that the functions or the services provided by or through the district system will be error-free or without defect.

The district will not be responsible for any damage the user may suffer, including but not limited to, loss of data or interruptions of service.

The district is not responsible for the accuracy or quality of the information obtained through or stored on the system. The district will not be responsible for financial obligations arising through the unauthorized use of the system.

Family Education Rights and Privacy Act Notice of Designation of Directory Information:

The Fordland R-III School District has designated certain information contained in the educational records of its students as directory information for purpose of the Family Educational Rights and Privacy Act (FERPA).

The following information regarding students is considered directory information: 1. student's name, 2. parent's name, 3. grade level, 4. major field of study, 5. enrollment status, 6. participation in officially recognized activities and sports, including audiovisual or photographic records of the openly visible activities (sporting contests, assemblies, etc.) 7. degrees, honors, and awards received, 8. weight and height of members of athletic teams, 9. dates of attendance, 10. photographs of regular school activities that do not disclose specific academic information.

The Fordland R-III School District may disclose directory information for any purpose in its discretion, without the consent of a parent of a student or an eligible student. Parents of students and eligible students have the right, however, to refuse to permit the designation of any or all of the above information as directory information. In that case, this information will not be disclosed except with the consent of a parent or student, or as otherwise allowed by FERPA.

Parents or eligible students will have ten (10) school days after notice to view the student's directory information and to provide notice in writing to the building principal that they choose not have this information released.

In the event a notification of refusal is not filed, the Fordland R-III School District assumes that neither a parent of a student of an eligible student objects to the release of the directory information designated.

THE NO CHILD LEFT BEHIND ACT OF 2001 (PUBLIC LAW 107-110)

The Fordland R-III School District is required to inform parents/guardians of certain information according to the No Child Left Behind Act of 2001 (Public Law 107-110).

Upon your request, The Fordland School District is required to provide you in a timely manner, the following information:

- **Whether the teacher has met state qualifications and licensing criteria for the grade levels and subject areas in which the teacher provides instruction.**
- **Whether the teacher is teaching under emergency or other provisional status through state qualifications or licensing criteria have been waived.**
- **Whether your child is provided services by paraprofessionals and, if so their qualifications.**
- **What baccalaureate degree major the teacher has and any other graduate certification or degree held by the teacher, and the field of discipline of the certification.**

In addition to the information that parents may request districts must provide to each individual parent the following information:

- **Information on the achievement level of the parent's child in each of the state academic assessments as required under this part; and**
- **Timely notice that the parent's child has been assigned, or has been taught for four or more consecutive weeks by, a teacher who is not highly qualified.**

Adopted: September 21, 2006.

Fordland R-III School District, Fordland, Missouri

**Fordland R-III Schools
Standard Complaint Resolution Procedure
For No Child Left Behind Programs**

This complaint resolution procedure applies to all programs administered by the Missouri Department of Elementary and Secondary Education under the No Child Left Behind Act (NCLB).

A complaint is a formal allegation that a specific federal or state law or regulation has been violated, misapplies, or misinterpreted by school district personnel or by Department of Education personnel.

Any parent or guardian, surrogate parent, teacher, administrator, school board member, or other person directly involved with an activity, program, or project operated under the general supervision of the Department may file a complaint. Such a complaint must be in writing and signed; it will provide specific details of the situation and indicate the law or regulation that is allegedly being violated, misapplied, or misinterpreted.

The written, signed complaint (forms available in central office) must be filed and the resolution pursued in accordance with local district policy. **Upon the receipt of a written complaint the Superintendent or his representative, shall investigate the complaint and shall provide an opportunity, if so requested, for the complainant or the complainant's representative or both to present evidence, including an opportunity to question parties involved. Within 30 (thirty) days of the date of the receipt of the written complaint, (unless an extension is granted) the person authorized to receive complaints shall provide a written decision regarding the complaint to all parties involved.**

Although no member of the community shall be denied the right to petition the Board of Education for redress of a grievance, the complaints will be referred through the proper administrative channels for solution before investigation or action by the Board. Exceptions are complaints that concern Board actions or Board operations only.

The Board advises the public that the proper channeling of complaints involving instruction, discipline, or learning materials is as follows:

1. Teacher
2. Principal
3. Appropriate Central Office Administrator, e.g, Assistant Superintendent or Director of Student Services, Assistant Superintendent or Director of Personnel, Assistant Superintendent or Director of Curriculum and Instruction
4. Superintendent

5. Board of Education

Any complaint about school personnel will be investigated by the Administration before consideration and action by the Board.

If the issue cannot be resolved at the local level, the complainant may file a complaint with the Missouri Department of Education. If there is not evidence that the parties have attempted in good faith to resolve the complaint at the local level, the Department may require the parties to do so and may provide technical assistance to facilitate such resolution.

Any persons directly affected by the actions of the Department may file a similarly written complaint if they believe state or federal laws or regulations have been violated, misapplied, or misinterpreted by the Department itself.

Anyone wishing more information about this procedure or how complaints are resolved may contact local district or Department personnel.

Adopted: September 21, 2006
Fordland Board of Education, Fordland Missouri

Summary

Obviously, it would be impossible to offer a list of guidelines to cover every problem and situation and no attempt has been made to do so. Suffice it to say that students are expected to show good judgment, and the judgment of the administration will be imposed when necessary.

Fordland R-III Schools Disciplinary Policy

Approved by
Fordland Board of Education
April 17, 1986

(Revised 6/2007)

STANDARDS OF PUPIL CONDUCT

Background

The excellence in Education Act of 1985, enacted by the 83rd General Assembly, provides for the establishment of a written policy of discipline. This policy shall contain the consequences of failure to obey standards of conduct set by the Board of Education. The intent of this legislation is to establish and maintain an atmosphere where orderly learning is possible and encouraged.

Expectations of the Board of Education

The Board of Education holds school officials accountable for the maintenance of adopted standards of conduct. This can best be achieved with the school and home working together.

Standards of Conduct The general standards of conduct established by the board are as follows:

- Students are expected to conduct themselves in an orderly manner, showing respect for school rules, teachers, other students, the rights and property of others, and to be appropriately dressed, neat in grooming and appearance.
- Students are expected to exercise acceptable standards of personal hygiene.
- Student conduct, dress, and grooming determined to be disruptive, distracting, indecent, or a threat to health and safety shall be deemed inappropriate.
- Students are expected to report to school in a drug free condition.

Goal of the Board of Education

Ultimately the goal of these standards is that students mature to the point of self-discipline. However, in recognition of the fact that education is a growth process, the school should provide an opportunity for students to learn from their mistakes.

As a member of the school community a student enjoys certain rights and accepts certain responsibilities. These rights and responsibilities should be emphasized equally.

Acts of Misconduct Violating Standards

The following are the specific acts of misconduct which violate the standards of pupil conduct along with the category of the violation.

Disciplinary Actions and Grievance Procedures

Disruption of the Academic Process Student behavior that tends to disrupt or threaten to disrupt the academic process or impair the morale or good conduct of pupils or is prejudicial to good order and discipline will not be tolerated. Principals will suspend those involved for a minimum of three days and a maximum as outlined in board policy *501.2 Suspension and Expulsion*. Students rights of appeal are outlined in board policy *506.1. Student Right to Due Process-Grievance Procedure. (RSMo 167.161 and 167.171.)* Fordland R-III will follow rules of the Safe School Act.

Fighting Fighting, assault or other acts of violence against another person will be disciplined. If the person who physically starts the act of violence is determined, that person will be punished. If the guilty one is not reasonable determined, all parties shall be punished. (Suspension will be the first measure of punishment).

Weapons in School The possession or use of a weapon by any person, except where authorized by law, shall be prohibited in all school buildings, on or about school grounds, and at all school activities.

A weapon shall be defined as any instrument or device used for attack or defense against an opponent, adversary or victim; or any instrument or device used to inflict physical injury or harm to another person.

Violators of this policy may be referred to the appropriate legal authorities. In addition, any student who violates this policy will be subject to suspension and/or expulsion from school.

In accordance with federal law, any student who brings or possesses a firearm (as defined in 18 U.S.C. 921) on school property will be suspended from school for at least one calendar year. The suspension may be modified on a case-by-case basis upon recommendation by the superintendent to the Board of Education. Adopted by Fordland School Board on 5-16-95.

Grievance Procedures Steps for Claiming Discrimination:

A written statement must be given to the building principal stating the nature of discrimination. If a conference needs to be set up, it should be within two weeks of the written statement.

1. If the action is unsatisfactory, a written statement that was sent to the building principal should be sent to the school superintendent, whereby he may take action.
2. If unsatisfactory action has been the result, the complaint may be filed with the president of the school board to be placed on the agenda. Notification to the president of the Board of Education must be one week prior to the next board meeting.
3. Appearance before the board to state the nature of the problem shall be granted.
4. A hearing of the problem is to be granted at the next regular board meeting for a solution to the problem.

Scope of Guidelines

The student discipline guidelines are applicable to conduct which occurs: on or in school district property; while using district provided transportation; while the student is present at or engaged in a school-sponsored or school-directed activity; or in the immediate vicinity of school district property immediately before or after, or during the school day.

1. Alcohol/Drugs (+) :

First Offense:

1. The principal or designated individual will notify the student that he/she has become liable for a ten day suspension in compliance with the student's due process procedure.
2. The principal or designated individual will notify the parent(s) in writing and verbally to explain the incident and arrange a conference.
3. The principal or designated individual will notify the school nurse and the appropriate counselor. It is strongly recommended that a student seek a professional evaluation from a trained chemical dependency counselor or a licensed physician trained in chemical dependency. If the student agrees to the evaluation, the suspension may be limited to five days pending proof of evaluation.

Second Offense:

1. The principal will suspend the student for a period of ten days in compliance with the student's due process procedures.
2. The principal will recommend to the Superintendent of Schools Long term suspension unless the following procedure is followed:
 - a. The student must agree to be evaluated by a trained chemical dependency counselor or licensed physician trained in chemical dependency for a professional opinion concerning use/misuse/addiction.
 - b. The chosen agency or office will notify the school principal that the client has made contact and is willing to comply with the appropriate treatment process. Based on the

data that the student is being evaluated and appropriate procedures agreed upon are being followed, the student will not be recommended for expulsion.

Third Offense:

1. The principal will suspend the student for ten days and will recommend to the Superintendent of Schools that the student be expelled in compliance with the student's due process procedures.

Prescription Drugs: Students under a physician's care who require medication are allowed to bring the amount only for that day and **leave it at the office** for distribution. Students may bring multiple day amounts to the front office only with permission of the principal or school nurse. All medication brought to school **MUST** be in the original prescription bottle. Students are not to carry any medication with them unless a physician's order states so and the principal is notified in writing by the physician.

2. Arson (+):

Arson is defined as the intentional and knowing use of fire on School District property which may or may not cause damage to School District property or property of others.

Discipline:

- 1st: 1 Day ISS to 10 Days OSS
- 2nd: 1-180 Days OSS / SRO Report/Notification of Supt.
- 3rd: Expulsion / SRO Report / Notification of Supt.

3. Assaultive Behavior (+):

Assaultive Behavior is generally defined as intentionally or recklessly causing physical injury to another. Assaultive Behavior is divided into six categories.

A. Class I Assaultive Behavior--Is defined as assaultive behavior toward a person who does not indicate a desire to fight and thereafter does not engage in such conduct AND does not meet the definition of class II assaultive Behavior.

B. Class II Assaultive Behavior--Is defined as assaultive behavior toward a person who does not indicate a desire to fight and thereafter does not engage in such conduct which causes significant physical injury (i.e. stitches, broken bones, unconsciousness or where an ambulance must be called to care for any person).

C. Class I Fighting--Is defined as physical conflict involving two or more participants which does not cause significant physical injury (i.e. stitches, broken bones, unconsciousness or where an ambulance must be called to care for any person) to any person engaged in the physical conflict.

D. Class II Fighting --Is defined as physical conflict involving two or more participants, which causes significant physical injury, as defined above, to any person engaged in the physical conflict.

E. Threatening to Fight--Is defined as expression of the intent to engage in assaultive behavior toward another. (Including derogatory comments)

F. Assaultive Behavior Toward School Personnel -- Is defined as assaultive behavior toward a school district employee whether the conduct occurs on or off School District property; Threatening to engage in assaultive behavior toward a school district employee whether the conduct occurs on or off School District property; verbally or physically intimidating conduct toward a school district employee whether the conduct occurs on or off School District property.

G. Assaultive Behavior toward Non-Students- Is defined as assaultive behavior toward non-students, including but not limited to student teachers, visitors, voters, volunteers, and law enforcement personnel; threatening to engage in assaultive behavior toward non-students; verbally or physically intimidating conduct toward non-students on school district property or at a school sponsored event.

H. Threats of Violence toward a Person- Is defined as the verbal, written or physical communication of a threat:

- 1) To inflict serious physical injury or death upon any person; or,
- 2) To bring a class III Weapon or a class II Explosive Device onto School District property or the immediate vicinity thereof; or,
- 3) To possess a class III Weapon or class II Explosive Device while traveling to or from school; or,
- 4) To bring a class III Weapon or a class II Explosive Device onto a vehicle operated by, or for, the School District for the transportation of student; or,

- 5) To bring a class III Weapon or a class II Explosive Device, to a school-sponsored or school-directed activity; or,
- 6) To use a class III Weapon or a class II Explosive Device upon any person.

I. Threats of Violence Involving Property -- Is defined as the verbal, written or physical communication of a threat to inflict serious property damage upon School District property or property which is located on School District property by use of a class III Weapon; or, a class II Explosive device; or by use of fire.

Discipline:

A. Class I assaultive Behavior Offense

- 1st: 3-7 days OSS
- 2nd: 6-10 days OSS*
- 3rd: 10 days OSS with recommendation for extended suspension and/or expulsion

B. CLASS II assaultive Behavior Offense

- 1st: 5-10 days OSS*
- 2nd: 10 days OSS with recommendation for extended suspension and/or expulsion

C. CLASS I Fighting

- 1st: 3-7 days OSS
- 2nd: 6-10 days OSS*
- 3rd: 10 days OSS with recommendation for extended suspension and/or expulsion

D. CLASS II Fighting:

- 1st: 5-10 days OSS*
- 2nd: 10 days OSS with recommendation for extended suspension and/or expulsion

E. Threatening to Fight

- 1st: Conference to 3-days ISS
- 2nd: 1-3 days OSS
- 3rd: 5 OSS

F. Assaultive Behavior toward School Personnel

- 1st: 10 days OSS with recommendation for extended suspension and/or expulsion

G. Assaultive Behavior toward Non-Students

- 1st: 10 days OSS with recommendation for extended suspension and/or expulsion.

H. Threats of Violence toward a Person

- 1st: 1-10 days OSS
- 2nd: 10 days OSS

I. Threats of Violence Involving: Property

- 1st: 1-10 days OSS
- 2nd: 10 days OSS

4. Computer Usage

Discipline:

A. Unacceptable Computer Use:

- 1st: 1 days ISD and loss of Tech for 30 days.
- 2nd: 3 days ISD and loss of Tech for 90 days
- 3rd: 3 OSS and loss of Tech for 180 days.

B. Tampering with Computer Equipment or Data

- 1st: 3 days OSS Loss of Tech for 90 days
- 2nd: 5 days OSS Loss of Tech for 180 days

5. Defiance of Authority or Disrespect for Authority

Authority is divided into two categories:

A. Defiance of Authority insubordination--Is defined as refusal to comply with a reasonable request or direction of school personnel or others in authority where there is no expressed disrespect for authority.

B. Disrespect for Authority--Is defined as overt conduct which exhibits a lack of proper respect for school personnel or others in authority such conduct includes, but is not limited to: incivility, irreverence, impudence, discourteousness or profanity directed toward any person in authority; or such conduct toward any School District employee during or in conjunction with any school-sponsored or school-directed activity either on or off School District property.

Discipline:

A. Defiance of Authority/Insubordination

- 1st: Conference to 2 day ISS
- 2nd: 2 days ISS to 1 days OSS
- 3rd: 3 days ISS to 3 days OSS
- 4th: 1-10 days OSS

B. Disrespect for Authority

- 1st: 1 day ISS -3 days OSS
- 2nd: 3-5 days OSS
- 3rd: 5-10 days OSS
- 4th: 10 days OSS with recommendation for extended suspension and/or expulsion

6. Destruction of Property and/or Vandalism (+)- Is destruction of Property and/or Vandalism or conduct which destroys, mutilates, vandalizes or defaces objects, buildings, materials or property belonging to the school district or school personnel wherever the property is located; or toward property of others which is located on School District property. Destruction of Property and/or Vandalism is divided into two categories:

A. Class I Destruction of Property and/or Vandalism Offense--Is defined as conduct which involves destruction of property/vandalism where the property Destroyed/vandalized has a market value, replacement or repair cost of less than one hundred dollars (\$100.00) in the opinion of the building administration.

B. Class II Destruction of Property and/or Vandalism Offense - Is defined as conduct which involves destruction of property/vandalism where the property destroyed/vandalized has a market value, replacement or repair cost of one hundred dollars (\$100.00) or more in the opinion of the building administration.

Discipline:

A. Class I Destruction of Property and/or Vandalism Offense

- 1st: 1 Day ISS – 3 Days OSS
- 2nd: 1-3daysOSS
- 3rd: 4-10 days OSS*

B. Class II Destruction of Property and/or Vandalism Offense

- 1st: 3-10 days OSS*
- 2nd: 10 days OSS* with recommendation for extended suspension and/or expulsion

7. Disorderly Conduct: Disorderly conduct is divided into three categories:

A. Disorderly Conduct--Is defined as conduct outside of the classroom which is riotous, rowdy, disruptive or unruly, including but not limited to the use of non-directed profanity; or offensive *inappropriate language* or conduct, or possession and/or use of inappropriate material.

B. Disorderly Conduct in the Classroom--Is defined as riotous, rowdy, disruptive or unruly conduct which breaks up the order or progress of the educational process in the classroom; or the general use of non-directed profanity in the classroom.

C. Group Disorderly Conduct--Is defined as riotous, rowdy, disruptive or unruly conduct which breaks up the order or progress of the educational process, or school sponsored or directed activities, where two or more persons are involved and/or act in concert including gang related behavior or attire. Security Report must be written by a School Resource Officer. (Group Disorderly Conduct only)

Discipline:

A. Disorderly Conduct

- 1st: Conference to 1 day ISS
- 2nd: 1-3 days IS
- 3rd: 1-5 days OSS

B. Disorderly Conduct in classroom

- 1st: Conference to 2 days ISS
- 2nd: 1-3 days ISS
- 3rd: 2-5 days ISS
- 4th: 1-3 days OSS
- 5th: 4-10 days OSS*

C. Group Disorderly Conduct

- 1st: 3-10 days OSS*

8. Explosive Devices (+). Possession or use of Explosive Devices is divided into two categories:

A. Class I Explosive Devices--Is defined as the possession or use of fireworks which are otherwise legal to possess.

B. Class II Explosive Devices-- Is defined as the possession or use of explosives, incendiary devices, bombs or similar devices; or possession of materials to manufacture such devices in whole or in part; or possession of instructions or directions for the manufacture of such devices or other explosive devices. Security Report must be written by a School Resource Officer.

Discipline:

A. Class I Explosive Devices

- 1) Possession
 - 1st: Conference to 2-days OSS
 - 2nd: 3-5 days OSS

2) Use or Attempted Use

- 1st: 5-10 days OSS*
- 2nd: 10 days OSS with recommendation for extended suspension and/or expulsion

B. Class II Explosive Devices

- 1st: 10 days OSS with recommendation for extended suspension and/or expulsion

9. Extortion (+): Extortion is defined as gaining or attempting to gain something of value from another by compulsion, by actual force, or by threats which place the person in fear.

Discipline:

- 1st: Conference to 10 day OSS
- 2nd: 5-10 days OSS*
- 3rd: 10 days OSS with recommendation for extended suspension and/or expulsion

10. Falsification of Information: Falsification of Information or Records is divided into two categories:

A. Giving False Information/Falsifying School Records -- Is defined as falsely altering any record maintained by the School District; or filing, processing or using false information with the School District with the intent to deceive School District personnel.

B. Forgery--Is defined as conduct which consists of making and/or using a signed document which is purported to have been signed by another.

Discipline:

A. Giving False Information / Lying / Falsifying School Records

- 1st: Conference to 2 days ISS
- 2nd: 2-5 days ISS
- 3rd: 3 days OSS
- 4th: 3-10 days OSS*

B. Forgery

- 1st: Conference to 2 days ISS
- 2nd: 2-5 days ISS
- 3rd: 3 days OSS
- 4th: 3-10 days OSS*

11. Harassment: Is divided into the following four categories:

A. Inappropriate Non-Physical Harassment--Is defined as harassment which is inappropriate verbal, written or non-verbal, non-physical conduct such as demeaning comments or jokes concerning a

person's race, color, religion, sex, national origin, disability, or requests for sexual favors, sexual advances or other non-physical conduct of a sexual nature.

B. Inappropriate Physical Harassment--Is defined as harassment which is physical in nature including hazing or physical tormenting of a person because of the person's race, color, religion, sex, national origin, disability or, physical sexual advances or other physical conduct of a sexual nature which does not constitute sexual misconduct.

C. Bullying:-Bullying is defined as action that appears or tends to establish an intimidating atmosphere that could result in fear or apprehension to one or more persons or is meant to provoke another person(s) into disruptive behavior, create unrest, or generally disrupt the educational climate of a school environment.

D. Hazing : - refers to any behavior required of an individual by one or more persons that humiliates, degrades or risks emotional and/or physical harm, regardless of the person's willingness to participate.

Discipline:

A. Inappropriate Non-Physical Harassment

1st: Conference to 3 days OSS

2nd: 3 days ISS to 5 days OSS

3rd: 6-10 daysOSS*

B. Inappropriate Physical Harassment

1st: 2 days ISS to 3 days OSS

2nd: 6-10 days OSS*

3rd: 10 days OSS with recommendation for extended suspension and/or expulsion

C. Bullying

1st: Conference to 2 days OSS

2nd: 3 days ISS to 5 days OSS

3rd: 3-10 daysOSS

D. Hazing

1st: Conference to 3 days OSS

2nd: 4-10 days OSS

3rd: 10 days OSS with recommendation for extended suspension and/or expulsion

12. Public Display of Affection: Is defined as any physical contact that exceeds the holding of hands.

Discipline:

1st: 6ft Rule

2nd: See Defiance of Authority

13. Sexual Misconduct (+): Sexual Misconduct is divided into three categories:

A. Class I Sexual Misconduct-- Is defined as the exhibitionist display of a person's genitals, buttocks or the female breasts.

B. Class II Sexual Misconduct--Is defined as conduct which is of a sexual nature by or between students which involves the intentional physical contact with a person's clothed or unclothed genitals, buttocks, or the breasts of a female.

C. Class III Sexual Misconduct --Is defined as conduct which is of a sexual nature by or between students such as sexual intercourse or masturbation.

Discipline:

A. Class I Sexual Misconduct

1st: Conference to 10 days OSS

2nd: 3 days ISS to 10 days OSS

3rd: 10 days OSS with recommendation for extended suspension and/or expulsion

B. Class II Sexual Misconduct

1st: 1-10 days OSS

2nd: 6-10 days OSS*

3rd: 10 days OSS with recommendation for extended suspension and/or expulsion

C. Class III Sexual Misconduct1st: 10 days OSS with recommendation for extended suspension and/or expulsion

14. Theft (+): Theft is defined as taking property of the School District or others. Theft is divided into two categories:

A. Class I Theft Offense--Is defined as conduct which involves a theft of property which has a market value or replacement cost of less than one hundred dollars (\$100.00) in the opinion of the building administration.

B. Class II Theft Offense--Is defined as conduct which involves a theft of property which has a market value or replacement cost of one hundred dollars (\$100.00) or more in the opinion of the building administration

Discipline:

A. Class I Theft Offense

1st: 1 day ISS to 3days OSS

2nd: 3-5 days OSS

3rd: 6-10 days OSS*

B. Class II Theft Offense

1st: 3-5 days OSS

2nd: 5-10 days OSS*

15. Tobacco: Is defined as the possession or use of smoking or smokeless tobacco on school premises or on during any school activity

Discipline:

1st: Conference to 1 Day OSS

2nd: 1 days OSS to 3 Days OSS

3rd: 10 days OSS plus 8 hours approved community service

16. Truancy: Truancy is defined as intentionally failing or refusing to attend or follow attendance procedures or removing oneself from attending class or other scheduled school activities where attendance is mandatory including, but not limited to or leaving campus without permission.

Discipline:

1st: Conference to 10 days OSS

17. Unsportsmanlike Behavior at Athletic Contest

Discipline:

The following are in addition to other appropriate disciplinary action for assault, disorderly conduct etc.

A. Disorderly Conduct

1st: 7 calendar day suspension from participating in or attending athletic events, to suspension for remainder of the school year from participating or attending any school activity

2nd: Suspended for remainder of school year from participating in or attending any school activity

B. Fighting, assaultive behavior, throwing objects or possession of inappropriate objects at any activity

1st: 14 calendar day suspension from participating in or attending athletic events to suspension for the remainder of the school year from participating or attending any school activity

2nd: Suspended for remainder of school year from participating in or attending any school activity.

18. Tardies:

Discipline:

1st. 5th tardy - students will serve 5 days Lunchroom Detention

2nd. 6th tardy and thereafter – students will serve 1 day ISD for each unexcused tardy.

19. Cheating: Cheating has no place in the Fordland School System. Cheating is defined as cribbing, copying other student's work, representing other work as their own, the unauthorized possession of, or distribution of teacher's test or manuals, and other forms of cheating.

Discipline:

1st: The student will receive a zero on that assignment and is given a one day in-school suspension. A parent-teacher-principal-student meeting will be held.

2nd: The student will receive a zero on that assignment and is given a three day in-school suspension. The student's quarter grade will be lowered by one full letter grade for the course in which the cheating occurred. (Example - If a student had earned an "A" in that class the grade will be dropped to a "B"). A parent-teacher-principal-student meeting will be held.

3rd: The student will lose quarter credit and receive an "F" grade for the quarter for the course in which the cheating occurred. The student will also be suspended out-of-school for one day. A parent-teacher-principal-student meeting will be held.

4th: The student will lose semester credit and will receive an "F" grade for the semester for the course in which the cheating occurred. The student will also be suspended out-of-school for three days. A parent-teacher-principal-student meeting will be held.

Any student having more than four offenses will be dealt with according to the punishment under the fourth offense.

Students choosing to cheat in any succeeding year will be disciplined starting at the second offense level in the Cheating Policy.

20. Out-of-Assigned Area

1st: Conference to 10 days ISS

2nd: 1day ISD to 10 days ISS

21. Bringing Inappropriate Materials to School (+)

1st: Conference to 10 days ISS

2nd: 1day ISD to 10 days ISS

22. Inappropriate Language

1st: Conference to 10 days ISS

2nd: 1day ISD to 10 days ISS

23. Failure to Follow Attendance Procedures

1st: Conference to 10 days ISS

2nd: 1day ISD to 10 days ISS

24. Failure to Serve Detention

1st: Conference to 10 days ISS

2nd: 1day ISD to 10 days ISS

25. Vehicle Violation

1st: Conference to 10 days ISS and/or loss of driving privileges

2nd: 1day ISD to 10 days ISS and/or loss of driving privileges

3rd: 5 days ISS to 10 days ISSS and loss of driving privileges

26. Cell Phone

1st: Cell phone confiscated – Parent or guardian must come to school to pick up
1 day ISS

2nd: Cell phone confiscated – Parent or guardian must come to school to pick up
1 day ISS

27. Electronic Devices: Electronic devices are not allowed in the school building. These include, cameras, MP3 Players, electronic door openers, beepers, pagers, C. D. players, etc.

1st . Device confiscated – Parent or guardian must come to school to pick up
1 day ISD

2nd . Device confiscated – Parent or guardian must come to school to pick up
1 day ISS

The aforementioned are discipline guidelines and depending on the severity of the actions further disciplinary action could be warranted.

An attempt will be made to notify parents by phone of any disciplinary actions which would interrupt the flow of the students educational process (ISD, ISS, OSS)

(*) An asterisk within the scope and sequence of a discipline consequence indicates that the potential exists for an extended summary suspension, or a suspension of greater than 10 days. In accordance with state statute 160.261, 167.161, and 167.171 RSMo.

(+) A plus within the scope and sequence of a discipline indicates the potential exists of law enforcement notification in compliance with the Safe Schools Act.

REPORTING REQUIREMENTS--LAW ENFORCEMENT: The following policies and procedures shall be applicable to the reporting of student discipline violations to law enforcement agencies:

A. Felony Criminal Conduct--The Superintendent or Principal who is responsible for the student shall, as soon as reasonably practical, report to the appropriate law enforcement agency any of the following felonies, or any act which if committed by an adult would be one of the following felonies:

1. First degree murder under section 565.020, RSMo;
2. Second degree murder under section 565.02 1, RSMo;
3. Kidnapping under section 565.110, RSMo;
4. First degree Assault under section 565.050, RSMo;
5. Forcible rape under section 566.030, RSMo;
6. Forcible sodomy under section 566.060, RSMo;
7. Burglary in the first degree under section 569.160, RSMo;
8. Burglary in the second degree under section 569.170, RSMo;
9. Robbery in the first degree under section 569.020, RSMo;
10. Distribution of drugs under section 195.2 11, RSMo;
11. Distribution of drugs to a minor under section 195.2 12, RSMo;
12. Arson in the first degree under section 569.040, RSMo;
13. Voluntary manslaughter under section 565.023, RSMo;
14. Involuntary manslaughter under section 565.024, RSMo;
15. Second degree Assault under section 565.060, RSMo;
16. Sexual Assault under section 566.040, RSMo;
17. Felonious restraint under section 565.120, RSMo;
18. Property damage in the first degree under section 569.100, RSMo;
19. The possession of a weapon under chapter 571, RSMo;
20. Third degree Assault under Section 565.050, RSMo;
21. Possession of Controlled Substance;
22. First degree Child Molestation under section 566.067, RSMo;
23. Deviate Sexual Assault under section 566.070, RSMo;
24. Sexual Misconduct with a child under section 566.083 RSMo;
25. Sexual Abuse under section 566.100. RSMo;
26. Statutory Rape
27. Statutory Sodomy

B. Notification of Suspensions and/or Expulsions--The Superintendent shall notify the appropriate division of the juvenile or family court upon any student's suspension for more than ten (10) days or expulsion of any student that the School District is aware is under the jurisdiction of the court

C. Assault, Sexual Assault or Deviate Sexual Assault--The Principal shall immediately report to the appropriate law enforcement agency and the Superintendent, any instance when any person is believed to have committed an act on

School District property, which if committed by an adult would constitute:

1. First degree assault under Section 565.050, RSMo;
2. Second degree assault under Section 565 .060, RSMo;

3. Third degree assault under Section 565.070, RSMo;
4. Sexual assault under Section 566.040, RSMo;
5. Deviate sexual assault under Section 566.070. RSMo.

Any teacher who becomes aware of the conduct described in this paragraph shall immediately report such incident to the Principal.

D. Possession of a Controlled Substance--The Principal shall immediately report to the appropriate law enforcement agency and the Superintendent, any instance when a student is discovered to have on or about the student's person, or among such student's possessions, or placed elsewhere on School District property, any controlled substance as defined in Section 195.0 10, RSMo. Any teacher who becomes aware of the conduct described in this paragraph shall immediately report such incident to the Principal.

E. Possession of weapon--The Principal shall immediately report to the appropriate law enforcement agency and the Superintendent, any instance when a student is discovered to have on or about the student's person, or among such student's possessions, or placed elsewhere on School District property, any weapon. Any teacher who becomes aware of the conduct described in this paragraph shall immediately report such incident to the Principal.

The possession or use of a weapon, concealed or otherwise, by any student, shall be prohibited, upon or in the vicinity of school premises, while on a school bus or in other school transportation or at any time the student is engaged in any school sponsored activity.

Class I Weapon: Articles designed for other purposes but by inappropriate use could easily be used to inflict bodily harm and/or intimidate others, when such items are so used. Examples of these items are belts, combs, pencils, files, compasses, scissors, chains, cafeteria trays, etc.

Class II Weapon: Any knife, butterfly knife, dagger, dirk, stiletto or bladed hand instrument that is readily capable of inflicting serious physical injury or death by cutting or stabbing a person. Any knuckles, blackjack, including any instrument that is designed or adapted for the purpose of stunning or inflicting physical injury by striking a person; or, Any switchblade knife, of whatever length that opens automatically with a button or other device or opens by force of gravity or application of centrifugal force;

Class III Weapon: Any firearm or other weapon that is designed or adapted to expel a projectile by the action of an explosive, including but not limited to: firearms, concealable firearms, machine guns, rifles, shot guns and spring guns; or, any explosive weapon. Any projectile weapon, such as any bow, crossbow, pellet gun, paint gun, slingshot or other weapon that is not a firearm, which is capable of expelling a projectile that could inflict serious physical injury or death by striking or piercing a person.

Special Education Students Discipline for special education students will be administered according to their individual educational programs and in accordance with Public Law 94-142 and other laws pertaining to special education students.

Other Considerations In determining the consequence or punishment for acts violating the standards of conduct, the responsible school official shall examine the facts and circumstances surrounding the case. In arriving at the consequence or discipline to be imposed, consideration shall be given to:

- The maturity level of the student
- Any extenuating circumstances
- The seriousness of the act
- Prior incidents of misconduct
- Intent of the student
- Degree of involvement of the student
- Appropriateness of the punishment
- Cooperation of the parents/guardians and/or student
- Special Education guidelines

Disciplinary Descriptions

Student Conferences. The principal, counselor, C.A.R.E. Team, juvenile officer, or Division of Family Services, etc., confer with the student concerning the problem at hand in attempt to arrive at a solution and prevent it from happening again.

Parent Conference. Same as above, except with the student's parents or guardian.

Parent Contact. The parent or guardians are contacted by telephone and/or mail concerning the disciplinary problems and the action taken by the administration.

Lunch Room Detention. The student is restricted to the cafeteria during the noon periods.

After-School Detention. The student is required to stay after school in an **isolated room.**

Time-Out. The student is removed from the class in which a disruption occurs and isolated for a limited amount of time. Credit will be given for all assignments as if the student did the work in class. However, the student will not receive a class participation grade for the class.

In-School Detention. The student is placed on in-school detention which meets during the school day in an isolated area of the school. A grade of "0" will be recorded for periods absent while on suspension. Students may earn full credit on any work done while on ISD. Work assigned but not turned in while on ISD will receive a 0 and the student will not be allowed to make it up. Students are permitted to participate in after school activities (ex: practices, games, dances etc.).

In-School Suspension. The student is placed on in-school suspension which meets during the school day in an isolated area of the school. A grade of "0" will be recorded for periods absent while on suspension. Students may earn 3/4 credit on any work done while on ISS. Work assigned but not turned in while on ISS will receive a 0 and the student will not be allowed to make it up. ***Students are not permitted to participate in after school activities (ex: games, dances etc.).***

Corporal Punishment. A paddling is administered to the student.

Withdrawal of Privileges. The student's participation in any activity outside of regular classroom instruction is prohibited.

Suspension. The student is forbidden to attend school for 1 to 90 days after receiving due process by a principal or superintendent. A grade of "0" will be recorded for all periods absent while on suspension.

Removal from Class. Any class dropped due to discipline problems during the semester will be recorded as a grade of "F".

Expulsion. The student is excluded from school by the Board of Education.

Calisthenics Exercises performed by the student (push ups, sit ups, etc.).

All punishment shall be administered without malice.

Due Process

All students are entitled to due process. This means that there are certain procedures that school officials will follow prior to taking appropriate disciplinary actions. Some of these procedures are outlined below:

1. The pupil shall be given oral or written notice of the charges against him/her; and
2. If the pupil denies the charges, he shall be given an oral or written explanation of the facts which form the basis of the proposed suspension; and
3. The pupil shall be given an opportunity to present his version of the incident; and

4. In the event of a suspension for more than ten days, where the pupil gives notice that he wishes to appeal the suspension to the board, the suspension shall be stayed until the board renders its decision, unless in the judgment of the superintendent of schools, the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the academic process, in which case the pupil may be immediately removed from school, and the notice and hearing shall follow as soon as practicable.
5. There needs to be no delay between the time notice is given in item one and the above time of the hearing in item three above.

Suspension Appeal

The Board of Education authorizes the principals to suspend a student for a maximum of ten days and by the superintendent not to exceed 90 school days as provided in Section 167.171 and Section 563.061. In case of a suspension by the superintendent of more than ten days, the pupil or his parents or others having custodial care may appeal the decision of the superintendent to the board. Any suspension of more than ten days may be appealed to the Board of Education. Any suspension by a principal shall be immediately reported to the superintendent who may revoke the suspension at any time.

In the event of an appeal to the board the superintendent shall promptly transmit it to a full report in writing of the facts relating to the suspension, the action taken by him and the reasons thereof, and the board, upon request, shall grant a hearing to the appealing party to be conducted as provided in Section 167.161 and 167.171.

Implementation

Consistent with these standards, school administrators are authorized to develop procedures for their implementation.

These Standards of Pupil Conduct were approved by the Board of Education of the Fordland R-III School District. The effective date shall be July 1, 1986. A copy of the standards shall be available in the superintendent's office for public inspection.

Fordland Bus Discipline Policy

In addition to the discipline plan for the Fordland School District, the following shall apply to behavior on the school bus.

Transportation Procedures The driver of the bus will be given a roster of the names of the students assigned to the bus.

Any student who is transported to school by bus must be transported home on his regular assigned route unless the parents of the student have made other arrangements through the principal's office.

Students are expected to adhere to the rules of conduct which apply to student behavior in the school building.

Bus Discipline Procedures The bus driver is responsible for referring discipline problems to the principal through use of the Bus Incident Report. The driver will give all copies of the incident report to the principal or the transportation supervisor.

A student may be suspended from transportation and/or school as a result of misconduct on the bus. This action can be taken only by the principal or his designee. The student will be permitted to ride the bus until his parents have been notified of the suspension. Students are expected to adhere to rules of conduct which govern student behavior.

During the suspension of bus privileges, it shall be the parent's or guardian's responsibility to provide the student's transportation to and from school. Suspension of bus privileges does not provide for an excused absence.

A driver cannot refuse to transport a student providing it is his regularly assigned bus, unless the driver has reason to believe that the student would be a danger to himself or the other students. If this action is taken the principal must be contacted, IMMEDIATELY!

The principal has the power of assignment of students to other buses as he determines necessary.

Bus Incident Report: Reasons for Writing

- Excessive noise and disruption - lack of courtesy and respect.
- Fighting or scuffling on the bus or at the bus stop.
- Deliberate delay of loading or unloading the bus.
- Deliberate defiance or refusal to cooperate with the bus driver.
- Obscene and unacceptable language, gestures, remarks or signs.
- Throwing items of any kind inside the bus, at the bus, or out of the windows.
- Smoking and/or chewing tobacco.
- Destruction of property.
- Extending hands, arms, or any portion of the body out of the bus window.
- Tampering with equipment - deliberate vandalism - damage resulting from careless and/or imprudent behavior.
- Refusal to stay seated.
- Interference with the normal operation of the bus which results in jeopardizing the driver's or student riders' safety.
- Violation of any other rule of student conduct which governs student behavior at Fordland School.
- Illegal use or possession of a controlled substance.
- Lighting matches or other incendiary devices.
- Spitting.
- Other (conduct prejudicial to the maintenance of good order and safety).

Discipline Guidelines A student who receives an incident notice from the bus driver will be subject to disciplinary action(s) as outlined in the Standards of Conduct Policy adopted by the Fordland School District.

Transportation Discipline Plan In order to guarantee your child and other children riding the bus the safe transportation they deserve, we are utilizing the following discipline plan if a student chooses to break a rule:

- **1st Incident:** Driver verbally warns the student.
- **2nd Incident:** Driver writes discipline slip on student and turns into Principal. Principal holds conference with student, warning sent home to parents.
- **3rd Incident:** Driver writes out discipline slip and turns into Principal. Principal takes appropriate disciplinary action as outlined in the Standards of Conduct Policy adopted by the Fordland School District. Options or disciplinary measures (consequences) include the following: Recess detention (elementary), seating reassignment, loss of privileges, extra work assignment, lunch detention, after-school detention, in-school detention, in-school suspension, out-of-school suspension, or a combination of the above.
- **4th Incident:** Driver writes out discipline slip and turns into Principal. Student receives automatic three-day bus suspension.
- **5th Incident:** Driver writes out discipline slip and turns into Principal. Students lose bus privileges until parents meet with the Board of Education. (Maximum of ten days). At that time, the board will determine the length of time student is denied bus privileges.

Students will start with a clean record every semester.

Severe disruptions Severe disruptions can result in *automatic* suspension of transportation privileges even on the first incident. Examples of severe disruptions include the following:

- Physical harm or verbal threat to the bus driver.
- Property damage.
- Fighting
- Total disruption (which creates a safety hazard).
- Insubordination.
- Smoking, chewing, or possession of tobacco.

If questions arise, please contact the appropriate school administrator. *Adopted by the Fordland Board of Education, August 18, 1992.*

CRISIS PLANS

Tornado Evacuation Procedure

One long continuous bell will be sounded if possible.

The alarm will be sounded over the public address system. Evacuate to the location specified below for your classroom. In the event that there is not enough time to evacuate to this area, go to the inside wall of the room, lie down on the floor under desks or heavy pieces of furniture.

Do not worry about windows and doors, leave the room immediately.

Teacher will take the attendance roll or class record with them.

The position to take for greatest safety is squatting with hands locked at the back of the neck, head or knees keeping your back to the walls.

Students should stay away from all doors and windows.

Students should keep quiet and listen for instructions. Teachers will check attendance.

Evacuation locations

Cafeteria, Library, Gym, and Shop classes are to sit in the hall by the library and stay away from windows. All other classes should evacuate to the central part of the main hallway and take the safely position against the wall on your classroom side.

Agriculture classes will evacuate to the main building and sit along the wall by the library.

Fire Evacuation Procedure

A series of short bells will be sounded if possible. The evacuation will be sounded over the public address system and should then immediately be started.

Evacuation Procedures:

Appoint leaders or select a procedure for evacuation of each classroom the first week of school.

Teachers should close the door to prevent fire drafts and indicate the room is empty.

Students should proceed in orderly lines along your classroom's side of the corridor to the evacuation exit listed below. (March or walk... do not run.)

Quietly - no talking (so that instructions may be easily heard)

Teachers should be last so as to check restrooms and vacant rooms.
Once students have cleared the area, teachers should take a roll count to establish if everyone has been cleared from the building.
Teachers report to the principal immediately after the roll check.

Evacuation Exits Rooms will evacuate as follows:

100, 101, 102, 103, 104, 105, 106, gym classes and cafeteria people will exit out the west door at the front of the building and assemble in the area across from the gym.

Rooms 107, 108, 109, 110, 111, 112, 113, 114 will exit out the north doors and assemble in the northwest area of the parking lot.

Shop, agriculture, library and cafeteria classes will evacuate out the northeast door and assemble in the northeast area of the parking lot.

Earthquake Safety Procedures and Evacuation

During an earthquake Keep calm, do not run or panic. If you take the proper precautions, the chances are you will not be hurt.

Stay where you are. Most injuries occur as people are entering or leaving buildings.

If you are indoors, take cover under a desk, table, bench, or against inside walls or doorways. Stay away from glass, windows and outside doors.

If you are outside, move away from buildings, utility wires and gas tanks. Make your way to the baseball field area.

After an Earthquake Stay in your rooms, stay calm. Do not run outside. You will be released by the office when the building is secured.

Students in the gym are to move out of the gym and assemble in the hall by the offices.
Shop students should assemble in the shop classroom until the building is secured and you are released..

Check for injuries. Do not attempt to move seriously injured persons unless they are in immediate danger of further injury. Pressure should be applied to any cut to stop bleeding.

When the building is secured the office will notify your class to evacuate the buildings.

Everyone will assemble in the baseball center field area. Direction on which exit to use will be given. Do not go out an exit unless you are given the all clear.

Teachers will need their grade books to take roll. Students are to stay with their teachers at all times until buses are loaded or parents pick them up.

Bomb Threats

When a bomb threat is received, **the administrator will evaluate the information and determine if imminent danger requires an immediate evacuation.** All buildings will evacuate to the baseball field upon announcement by intercom. The custodians will check for all students in restrooms, storage area, and any other areas not presently occupied by a class. These personnel will then report to the principal for further direction. The superintendent is to be notified immediately. The superintendent will then notify the local law enforcement. In the event that the superintendent cannot be contacted the central office secretary will notify law enforcement. The central office will be the media contact if school is to be dismissed for the rest of the day. Usual emergency dismissal procedures will be followed.

Each building will hold a minimum of one announced bomb evacuation drill and one unannounced drill during each school year.

Intruder in the Building

Visitors All visitors to the building are expected to stop first at the office where they will be provided a “visitors badge.” This badge is to be worn in plain view at all times while visiting the school. This includes all parents, salesmen, DESE employees, or anyone else not a regular employee or student. If anyone is seen in the building without the pass, it is every personnel’s responsibility to ask him or her to report to the office to get the visitor pass as a safety precaution. The employee should either escort the visitor to the office or immediately notify the office by intercom.

Unauthorized intruder If an unauthorized intruder is felt to be in the building, the principal should be notified immediately.

Lockdown Procedures The principal will call for a *lockdown* of the building: The custodians will secure the entrances, the teachers will lock all classroom doors. The teachers will keep all students in the room and await further instructions from the principal. The custodians will check all restrooms, storage areas, and any other areas not presently occupied by a class. These personnel will then report to the office for further direction. The superintendent is to be notified immediately. The superintendent will then notify the local law enforcement. In the event that the superintendent cannot be contacted, the central office secretary will notify law enforcement.

Each building will hold a minimum of one announced lock down drill and one unannounced drill during each school year.