2019-2020

STUDENT HANDBOOK

DAVID H. HICKMAN HIGH SCHOOL

Home of the Kewpies
IMPORTANT DATES

(More activities, including some listed below, are included on the Hickman website, click on calendar.)
Please check the Hickman Calendar (www.cpsk12.org/hhs) for updates.

AUGUST
14....... Jump Start Day for Freshman (9 am- 1:00 pm)
15....... School Begins
20-22 . School Picture Days
29....... Back to School Night (7:00 pm)
30....... QPFest Activities Fair

SEPTEMBER
02....... Labor Day/No School
14....... ACT
17....... Sophomore Ring Meeting (9:40 am)
18....... Freshman Family Dinner Night (6:15 pm)
19....... Interim Progress Reports distributed
25....... Ring Orders (8-9:00 am, 4-6:00 pm)
26....... Ring Orders (10:30 am - 1:00 pm)
30....... No School/Teacher Work Day

OCTOBER
02-03 .. SENIOR TUX/DRAPE PICTURES
05....... SAT
7-12.... Homecoming Week
09....... Queen’s Charity Fair
11....... Homecoming Game
12....... Homecoming Dance
12....... ACT Super Saturday
16....... PSAT
TBA... Pre-ACT (Sophomores)
23....... PICTURE RETAKE DAY (7:30 - 11:30 am)
24....... Interim Progress Reports distributed
26....... ACT
30....... Senior Meeting (9:40 am)
31....... No School/Teacher Work Day

NOVEMBER
01....... No School/Teacher Work Day
02....... SAT
07-08 .. Cap, Gown, Invitation Ordering (8 am -1 pm)
13....... Parent Open House “A” Day
13-14 .. SENIOR TUX/DRAPE RETAKE DAY
15....... No School/Teacher Work Day
21....... Interim Progress Report distributed
22....... Ring pick up (10:30 am - 1:00 pm)
27-28 .. Thanksgiving Break/No School

DECEMBER
04....... Early Release Day (1:00 pm dismissal)
14....... ACT
18-20 .. Finals
23-1/03 Winter Break/No School

JANUARY
03....... No School/Teacher Work Day
06....... School Begins
09....... First semester grade cards mailed home
20....... Martin Luther King’s Birthday/No School
TBA... Curriculum Fair (5-7:00 pm)
25....... ACT Super Saturday
29....... Early Release Day (1:00 pm dismissal)

FEBRUARY
06....... Interim Progress Reports distributed
08....... ACT
14....... No School/Teacher Work Day
17....... President’s Day/No School
19....... Parent Open House “B” Day
19....... King’s Charity Fair
22....... Courtwarming Dance
25....... ACT for all juniors
28....... No School/Teacher Work Day

MARCH
06....... True/False Visit for Sophomores
10....... Makeup ACT for juniors
11....... No School/Teacher Work Day
12....... Interim Progress Reports distributed
14....... SAT
16....... PTSA Recognition Night (7:00 pm)
23-27 .. Spring Break/No School

APRIL
04....... ACT
16....... Interim Progress Reports distributed
22....... Super Kewp Ceremony (7:00 pm)
22....... BUILT-IN SNOW DAY

MAY
02....... SAT
02....... Senior Prom (8 - 11:30 pm)
15....... Last Day for Seniors
17....... Baccalaureate (6:00 pm)
18....... Departmental Awards (7:00 pm)
19....... Senior Awards Ceremony (7:00 pm)
20....... Memories Assembly (10 am)/Senior Picnic (12 pm)
22....... Graduation (7:00 pm)
25....... Memorial Day/No School
27....... Last Day of School (tentative)
27....... Early Release Day (1:00 dismissal - tentative)

JUNE
02....... Summer School Starts
06....... SAT
TBD.... Final grade cards mailed home
13....... ACT
26....... Summer School Ends

Listen to Daily Announcements and consult current “SMÖRE” on the Hickman website for updates!

All dates are subject to change!

MISSION STATEMENT
“Hickman High School empowers students to achieve academic excellence, to develop personal integrity and responsibility, to value diversity, and to become continuous learners capable of contributing to a changing society.” (Adopted 1997; Reaffirmed 2008)
HICKMAN PHONE NUMBERS
A+ Office ............................................. 214-3028
Activities/Athletics Office .................. 214-3011
Activities/Athletics Assistant .............. 214-3007
Agriculture Education Office ............... 214-3043
Art Office ........................................ 214-3031
Assistant Principal (Curriculum & Instruction) ... 214-3000
    Denise Herndon ...................... 43401
    Matt Ross ......................... 43402
Assistant Principal (Student Services) ........ 214-3000
    Andrew McCarthy .............. 43403
CASA Lab ........................................ TBD
CASA Lab ........................................ TBD
Counseling ........................................ 214-3008
Dean’s Offices .................................. 214-3000
    Atah Knighten (A - K) ........ 43405
    Cassandra Walker Suggs (L - Z) .... 43427
    Leslie Lewis (Special Services) ....... 43437
Faculty Workroom ................................ 214-3037
Kitchen ........................................... 214-3032
North Office (Student Services) ............. 214-3000
Media Center ..................................... 214-3034
Music Office ..................................... 214-3005
Health Office ..................................... 214-3006
Performing Arts Resource Center ............. 214-3038
Registrar’s Office ................................ 214-3039
School Resource Officer ...................... 214-3049
IEP/504 Office ................................... 214-3015
Vocational Office ................................ 214-3036

HICKMAN FAX NUMBERS
Activities/Athletics Office .................. 214-3057
East Office (L-Z) ............................... 214-3058
Fine Arts Office ............................... 214-3023
Health Office .................................... 214-3064
IEP/504 Office .................................. 214-3058
Media Center .................................... 214-3040
North Office (Student Services) ............. 214-3022
West Office (A-K) ............................. 214-3057

DISTRICT PHONE NUMBERS
Battle High School ............................. 214-3300
Board of Education Building ................ 214-3400
Columbia Area Career Center ............... 214-3800
Douglass High School ......................... 214-3680
Gentry Middle School .......................... 214-3240
Jefferson Middle School ...................... 214-3210
Lange Middle School ............................ 214-3250
Oakland Middle School ....................... 214-3220
Rock Bridge High School ..................... 214-3100
Smitton Middle School .......................... 214-3260
Student Transportation of America Inc. (Bus) .... 214-3860
West Middle School ............................. 214-3230

All Hickman High School staff have voice mail. If you
know the voice mail number of the person you are calling,
you may enter it at any time during the message. Staff are
encouraged to check their voice mail every day.

2019-20 BELL SCHEDULES

REGULAR DAY BELL SCHEDULE

| 0 Block | 7:20-8:46 |
| 1st Block | 8:55-10:30 |
| 2nd Block | 10:30-11:02 |

(COLD) LATE START BELL SCHEDULE

| 1st Block | 10:55-12:00 |
| 2nd Block | Lunch 12:00-12:32 |

| 1st Lunch | 12:40-12:43 |
| 2nd Lunch | Lunch 1:11-1:43 |

| 3rd Block | 1:51-2:54 |
| 4th Block | 3:02-4:05 |

ASSEMBLY BELL SCHEDULE

| 0 Block | 7:20-8:46 |
| 1st Block | 8:55-10:12 |
| 2nd Block | Lunch 10:12-10:44 |

| 1st Lunch | 10:20-11:36 |
| 2nd Lunch | Class (2.1) 10:20-11:36 |

| 3rd Block | 12:16-1:31 |
| 4th Block | 1:39-4:05 |

One assembly - 3:05-3:55
Two assemblies - First - 1:50-2:40, Second - 3:05-3:55

| Lunch | 1:00-1:35 |
| 4th Block | Lunch 10:12-10:44 |
| 1st Lunch | 10:20-11:36 |
| 2nd Lunch | Class (2.1) 10:20-11:36 |

| 3rd Block | 12:16-1:31 |
| 4th Block | 1:39-4:05 |

One assembly - 3:05-3:55
Two assemblies - First - 1:50-2:40, Second - 3:05-3:55

| Lunch | 1:00-1:35 |
2019-2020 School Year Calendar

Approved by Board of Education 03/11/19

Dates School NOT in Session

Legal Holidays..............November 28, December 25, February 17, July 3 (Independence Day Observed on July 3)
Labor Day .................................................. September 2
Thanksgiving Vacation........................................... November 27 – 29
Winter Recess................................................. December 23 – January 2
Martin Luther King's Birthday................................. January 20
Presidents' Day.............................................. February 17
Spring Recess.............................................. March 23 – March 27
Memorial Day.................................................. May 26 – May 28

April 22nd is a tentative flex early release day. By March 1st, the District will announce whether there will be an early release or a full school day, depending upon inclement weather days.

Snow days are built into the calendar (May 20 - May 27) in addition to the flex days. If the district uses fewer than 36 hours of inclement weather during the year, the unused days will be removed from the end of the school year.

Key

- Built-in Snow Day on Calendar
- Classes Dismissed 2½ Hours Before Normal Dismissal Times for Staff Planning and PD
- Graduation Dates

Opening Day of School
Closing Day of School
Jump Start Day (Grades 6 & 9)
First Day for Kindergarten
School Not in Session
Teacher Paid Holiday-School Not in Session
Teacher Work Days - School Not in Session

Graduation Dates

November 15 and February 28 are Parent/Teacher Conference Days in Elementary and Middle Schools.
### 2019-2020 School Year Calendar AB

**First Day of Classes**... August 15

**First Day of Kindergarten**... August 19

**Last Day of Classes**... May 28

**Board Approval Date:** 3/11/2019

#### Dates School NOT in Session

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</tr>
<tr>
<td>Memorial Day</td>
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</tbody>
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**April 22nd is a tentative flex half school day. By March 1st, the District will announce whether there will be a half day of school or a full school day depending upon inclement weather days.**

**Snow days are built into the calendar (May 24-May 27) in addition to the flex days. If the district uses fewer than 36 hours of inclement weather during the year, the unused days will be removed from the end of the school year.**

### Key

- Opening Day of School
- Closing Day of School
- Jump Start Day (Grades 6 & 9)
- First Day for Kindergarten
- School Not in Session
- Teacher Paid Holiday
- School Not in Session
- Teacher Work Day
- School Not in Session
- Built-in Snow Day on Calendar

### Graduation Dates

- DHS...5/12...AM
- HHS...5/12...PM
- BHS...5/23...AM
- RBHS...5/23...PM

**November 15 and February 28 are Parent/Teacher Conference Days in Elementary and Middle Schools.**
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WELCOME TO HICKMAN HIGH SCHOOL  
“Home of the Kewpies”

.... from your Principal

As your principal, I want you to know how excited I am to see our amazing students fill our hallways once again. Hickman is a special place filled with special people: a place where students feel loved and accepted, a place where numerous friendships are formed and memories are created. We are a place where students transition from childhood to adulthood, where they become Kewpies.

This handbook will help you understand what it means to be a Kewpie. Learn about our rich history and unique traditions. Explore the list of over 100 different clubs and activities for you to be a part of. I encourage our students to take full advantage of the opportunities Hickman provides. Make this the year you challenge yourself. Maybe you enroll in that class you have always been too nervous to sign up for, or take a chance and try out for that club or sport you have always wanted to try, or maybe step outside your social comfort zone to build a new relationship with someone who is different than you. Whatever you decide, know that Hickman will be here to support you as you become a Kewpie.

With Kewpie Pride,
Tony Gragnani

.... from your Student Body President

Hello, Kewpies!

My name is Camille Manary, and I am so excited to serve as the Hickman student body president for the 2019-2020 school year. I feel so lucky to be able to represent a school like Hickman because our alumni and staff will work to ensure each student can reach their full potential to have some of the happiest and most successful years of their lives. Each year, our school continues to promote a welcoming environment that supports all students through clubs, athletics, and activities. These next few years will be momentous as you will grow, accept, and improve who you are as a student, and more importantly as a person.

The best advice that I can offer you would be to never be afraid to speak up and be curious. You want to allow yourself to take this time to improve yourself and get to know what you love rather than worrying about everyone else’s plans, grades, cars, clothes, or classes. Be open with your teachers, your life will be way less stressful if you are able to comfortably communicate and ask for help. There’s no reason to make school harder for yourself than it should be, so do your work and finish strong. You know who you are better than anyone else so choose classes based on what you can handle, study as much as you need, and spend your time doing what you love.

At Hickman, we are always interested in new ideas and changes that you believe will enhance your experience at Hickman. As your student body president, I will always be willing to listen to such things and make them come true. You can make Hickman a better place if you own your uniqueness and proclaim new ideas of club proposals, for dance decorations, or student section themes, new art displays, or whatever happens to spark your imagination along the way.

Your days at Hickman will pass quickly, so while you’re here, make an impact and get involved. The days go by quickly and the time will soon be over, so cherish time with your families, supporting your peers in plays and sporting events, and this special time for learning who you can become. Attending a large school can be scary but with the diverse interests, backgrounds, political views, abilities, and beliefs at Hickman; you will never be alone. You belong at Hickman!

Your president,
Camille Manary  20CEM02@stu.cpsk12.org

.... from your PTSA President

Hickman High School is a great place to be and the PTSA is eager to provide support throughout your high school experience. The PTSA is a group of parents, teachers, and students who work together to assist the entire Hickman community. The PTSA raises money to make extras possible for students, such as student assemblies, field trips, classroom supplies, or films. Volunteers share their time and talents by operating the concessions stand, planning parent education programs, recognizing students’ accomplishments at the annual PTSA awards banquet, chaperoning dances, and more! The PTSA’s goal is to make Hickman the best possible experience for you.

Hickman is a community committed to providing an atmosphere where students and staff can excel through education, athletics and the arts. Our PTSA is dedicated to keeping parents informed of all HHS activities with the support of the daily communication email. You may hear people say how “quickly these years will go by”. And, they will. Take advantage of all that Hickman has to offer. While much of our work happens “behind the scenes,” know that you are surrounded by people who want to help. We take pride in our school and welcome you to a new school year!

Lisa Boyer, HHS PTSA President
WELCOME TO HICKMAN HIGH SCHOOL
“Home of the Kewpies"

This portion of the student handbook contains information specific to David H. Hickman High School. Please call the school between 8:55 a.m. and 4:05 p.m. for additional information or clarification if needed. The school phone number is 214-3000. Voice mail for all staff can be accessed using this number. Hickman’s web site address is www.columbia.k12.mo.us/hs

A. MISSION STATEMENT AND EDUCATIONAL PHILOSOPHY
Mission Statement: “Hickman High School empowers students to achieve academic excellence, to develop personal integrity and responsibility, to value diversity, and to become continuous learners capable of contributing to a changing society.” (Adopted 1997; Reaffirmed 2008)

Hickman High School is a comprehensive secondary school with a faculty who strive to provide students with quality academic and vocational programs. Each student has opportunities for enriching personal growth that fosters self-realization.

In the classroom and through extracurricular activities, Hickman High School seeks to provide direct and vicarious experiences that enable each student to become a contributing member of society. The school strives to build students’ awareness of local, national, and global communities and to provide skills enabling them to interact with these communities. The school curriculum attempts to enhance students’ knowledge of their multi-cultural heritage along with a study of contemporary life.

The educational program of Hickman High School is designed to respond to changing societal needs and environmental concerns. The staff carefully considers those new ideas and techniques that have educational value while emphasizing traditional skills and the need to build upon earlier student experiences. Besides learning essential facts and developing the ability to earn a living, students are encouraged to participate in a variety of activities that promote aesthetic values, physical well being, and personal growth. We encourage Hickman students to develop a positive, responsible attitude toward learning and to become lifelong learners.

B. DAVID HENRY HICKMAN
He was a businessman, educator, and legislator from Columbia, Missouri, United States. He was a member of the Missouri State Assembly from 1838 to 1842 and helped compose legislation requiring the state to support public ‘common schools’ with at least twenty-five percent of the state’s revenue. He was also instrumental in the founding and development of Stephens College and served as a professor at the University of Missouri. David H. Hickman High School was built on his country estate in 1927 and named after him.

On Dec. 15, 1925, residents approved 7-1 a bond issue of $415,000 for construction of a school building on the site and some other school improvements. On Dec. 17, 1925, the school board approved a resolution by Sanford Conley supporting the school be named “Hickman High School.” The cornerstone for Hickman High School was placed in a brief ceremony Sept. 16, 1926, and the building was opened for classes a year later.

When the new high school’s name became known, two respected residents approved of its namesake and described Hickman in their letters of endorsement. From Edwin Stephens, president of Stephens Publishing Co.: “David H. Hickman was one of the greatest citizens and finest characters Boone County has ever had. He was a model citizen, a true Christian, a patriot, a leader in educational and civic affairs. The board of education appropriately honors his memory in naming in his honor the building, which is to stand upon the site of the home he owned and where he passed away with honor, and to the regret of the community which he so unselfishly and so ably served and when he had scarcely reached the prime of life.”

From Judge David Harris of Boone County Circuit Court: “He was a gentleman in manner, a Christian in spirit and a natural leader by the soundness of his judgment, the force of his character and the disinterestedness of his motives. Measured by the years, his life was a short one. Yet, I can think of no former citizen of Columbia whose life was richer, fuller or more worthy of emulation by the youth of Columbia, who in the years to come may receive instruction in the schools of your city.”

C. HISTORY OF HICKMAN
High school in Columbia began in the 1880s, and by 1889, Columbia established a two-year high school at 713 Rogers Street, the current site of Jefferson Junior High School. The course of study was adjusted to three years in 1895, and to four years in 1896. Extracurricular activities naturally evolved. A literary society was formed in 1898, and a choral union, orchestra, and debate team were established in 1899. Sports teams were already present, although the district did not provide paid coaches.

School overcrowding at Columbia High School became a concern. In 1909, the community approved the demolition of the old school at Ninth and Rogers and the building of a new high school on that site. The new structure held the district’s first gymnasium and a physical education credit was added to graduation requirements. A coach was employed to work with athletic teams and an art/music teacher was hired, providing the first elective courses. The first edition of the yearbook, the Cresset, was published in 1912. Commercial studies, teacher training, home economics, and mechanical drawing courses were added to the curriculum in 1913.

World War I brought changes to Columbia High School: the German Club was removed from the list of extracurricular activities in 1915 and a Current Events Club was established in 1918. In 1917, students over 14 years of age were excused from attending school to be farm workers as part of the war effort.

Following World War I, Columbia continued to grow. In 1925, the community decided to build a new high school on the David H. Hickman estate. Construction soon began, and Hickman High School opened in 1927. At the time, some complained that the school was located too far out in the countryside! Students in the high school manual trades program built some of the furniture to furnish the new school. In 1927, the first Hickman graduates began a grand tradition of excellence in academics, the arts, athletics, and service to the community.

The 1930s brought the Depression to Columbia, and the school district felt the economic pinch. For the first time,
the district operated with a deficit; however, the high school building was expanded, thanks to low interest loans and the Works Progress Administration. While the district’s special education program was eliminated, Hickman’s first counselor was hired. On-the-job training and employment for credit was introduced in the mid-1940s. Overall, Hickman’s boys’ speaking choir performed throughout the state. Kewpie wrestlers garnered three state championships during this decade. In 1938, Hickman’s marching band first performed, and the Student Council financed purchase of the band’s first drum. In the early 1940s, Hickman’s first operetta, 1944’s Tune In, began an annual tradition that continued for many years.

During World War II, curricular changes reflected the times; courses in international relations, aeronautics, and home economics were added. Hickman’s one-man band, raising drive for the war effort and collected salvage items. Driver’s education was offered for the first time in 1948, and the tradition of requiring sophomores to wear beanies was restored. Many Hickman graduates served in the armed forces, some giving their lives in service to their country.

The end of segregation in the school system occurred in the late 1950s. Hickman’s faculty voted in 1952 to adopt competitive letter grading (E, S, M, F) in place of the previous pass/fail system. In 1959, a long-waited factory was constructed for the high school, and expansion of facilities resulted in new construction. High school special education and adult classes were initiated in 1955. Vocational classrooms, laboratories, and the swimming pool were added in 1956, doubling Hickman’s classroom space. During this decade, many graduates served in the Korean Conflict.

In 1960, Hickman established an honors program to add academic rigor. The green and white sophomore beanies were last made in 1961. David Wheeler was named Hickman’s first Presidential Scholar in 1964, the inaugural year of the national recognition program where two outstanding high school graduates per state per year are recognized for stellar academic achievement. The Kewpies finally beat the Jefferson City Jays in football in 1966, the same year William “Bill” Galeota became a Presidential Scholar, followed in 1967 by Robert “Corky” Cartwright. Four state athletic championships in three different sports proved Hickman an intimidating opponent during the 1960s. Again, Hickman graduates were in service to their country during the Vietnam conflict.

The 1970s brought district growth and expanded opportunities for Hickman girls, including the election of Hickman’s first female Student Government President and another girl as Homecoming Queen in 1972. Scholar Mary Wenguin (Durkin). By the mid-1970s, Hickman offered competitive women’s teams in tennis, basketball, golf, swimming, track, and volleyball. A growing music program produced a number of professional performers. A constant issue in Columbia’s schools, became a concern; in 1973 a second high school, Rock Bridge, opened and the Bruins, along with the Jefferson City Jays, became Hickman’s greatest rivals.

The tradition of competition came to Hickman in the 1980s, as Hickman was chosen to receive the Excellence in Education (Blue Ribbon) Award in 1984-85. President Ronald Reagan visited Hickman in 1987. Additional athletic and fine arts recognitions were earned by Hickman students, and four additional Presidential Scholars were selected. Melissa Onzay (1983), Eleanor Kaufman in 1985 and in 1988, both of Missouri’s scholars were Kewpies, Scott Murphy and Becca Dillingham (Learmouth).

In the 1990s, Hickman was again nationally recognized as one of the best high schools in the United States. This year saw four additional Presidential Scholars were named, David Kung in 1990, John Wright Riddick in 1994, Travis Pittman in 1996, and Anne Roller (Rucker) in 1997. Curriculum took new directions, including interdisciplinary classes, portfolio and mission courses. Opportunities for true-to-life experiences were expanded, including the nationally recognized Columbia Aeronautics Space Association (CASA) program. The athletic tradition continued. Within this decade, Hickman won six state championships in baseball, women’s swimming, men’s track, men’s cross country, and men’s tennis. Fine arts and music programs produced many state award winners.

The tradition of excellence in academics, athletics, and the arts continues into the new millennium. Again, Presidential Scholars were announced, Kate Swearingen in 2000, Sarita Komatireddy in 2001, Ben Robinson in 2002, Doris Lin in 2003, Jessica Hwang in 2009, and in 2011 HHS produced an eighteenth Presidential Scholar, Eric Young. To date Hickman High School has twice the number of Presidential Scholars as any high school in the nation. To celebrate the second decade of the Hickman Cubs’ history, the school has focused on upholding and building upon our valued traditions as an educational institution and as a pillar of the Columbia community.

The new millennium also brought along with it a period of growth and expansion. Hickman adopted a new logo and Hickman High School. A new commons and classroom addition opened fall 2003, along with extensive renovations throughout the building in 2004, and again in 2008. Hickman celebrated the opening of a long-awaited second gym in 2012 with a ribbon-cutting and open house at Rock Bridge. Vocational classrooms, including a restaurant-sized kitchen, and a renovation of the football stadium were ready for the start of school in fall of 2013. These additional classrooms provided several vocational classes not requiring busing to the Career Center. Construction on tennis courts, installation of artificial turf on the baseball field, and building of a new wrestling room, baseball concession stand and batting cages all occurred during the 2013-14 school year. Ninth graders were welcomed at the high school for the first time as the school system converted to a K-8 model the following year along with block scheduling. Many capital improvements were inaugurated in 2014-15: tennis courts, indoor sport facility including a batting cage and space for wrestling and softball/basketball courts were added to the upper grade to these facilities allowed the men’s and women’s tennis teams as well as the women’s softball team the ability to compete at Hickman for the first time in many years. Additionally, a new booster system was installed, providing an added level of security to the school community.

College and career readiness has been a foundational building block for Hickman in the 2010s. With continued changes to state accountability measures placed on Missouri public schools, Hickman has remained steadfast in its efforts to provide excellent opportunities for students regardless of legislative changes. Curricular and programmatic changes have provided increased opportunities for students to access advanced placement courses through partnerships with the College Board and other educational programs. This has provided greater access to career and technical education courses through the expansion of on-site career center courses, and has allowed students to engage in programs such as AVID and MAC Scholars—key components of Hickman’s college readiness.

In the last decade, continual improvement and an increased focus on the school’s vision of being a highly effective professional learning community have served as corollaries to 2015-16 as Hickman has been named a distributed leadership model in the form school-wide teacher leadership teams—Leadership Council, Student Support Team, the Learning and Instruction Team, and the Interdisciplinary Team. Additionally, the T.I.E.E Team was developed throughout the building including on the counseling team. The name T.I.E.E. is an acronym derived from the four pillars of Hickman’s mission: Tradition, Integrity, Diversity, and Excellence. Hickman also developed a multi-faceted student support model during this decade. The model included the implementation of Freshman advisory and sophomore seminar courses, a tiered model for student response to intervention, and a review of the school’s philosophy on grading and mark reporting. In 2016, Hickman was recognized for its outstanding work in the aforementioned areas with the Missouri Department of Elementary and Secondary Education award.

In recent years there has been a focus centered around Traditions Lobby including a Wall of Remembrance honoring the eighty KLHS students who died in service to our nation and repurposing the display cases to recognize end of the year scholarships and award plaques distributed on Senior Awards Night. New displays with unique artifacts were presented in the Heritage Center. The Hickman Kewpie state and Presidential Scholars plaques were moved to this lobby in addition to a graduation display case which includes the mace carried during graduation ceremonies. Several new areas have been added for student use including a cozy area upstairs in the counseling lobby, upstairs in the alcove near Room 225, and atrium bar-height seating located on the second floor overlooking the
The Kewpie celebrated 100 years in print in 2010

Over one hundred years ago, the love child of Cupid and an angel was born. Its name is Kewpie, and as the current mascot of Hickman High School, it’s easy to make fun of. However, it’s highly regarded now for its uniqueness. It separates us from everyone else. Naked babies sure do make you different, Hickman. The timeline below spans from the Kewpie’s origin to its present-day incarnation.

- Illustrator Rose O’Neill dreams up the Kewpie and credits her baby brother as the chubby-cheeked inspiration. The Kewpie made its debut in the December issue of Ladies’ Home Journal.
- O’Neill’s idea for a paper doll with a front and a back, Kewpie Cutouts, is created. Children want a real version.
- Kewpie dolls are patented, KEPWIE is trademarked, and the Kewpie kraze commences.
- The Kewpie makes its first appearance in The Cresset, Hickman’s yearbook, as a dedication to the basketball team for upholding the Kewpie’s “Keep Smiling” motto.
- The Hickman football team receives its Kewpie name. Kay Garnatz (1969), the first Kewpie mascot, recalls the story, “Our football team was losing badly, and the sports announcer said in spite of losing, they were smiling like Kewpies. And it stuck.” Very Leave It To Beaver.
- The first annual Kewpiesta convenes in Branson — Kewpie lovers unite! The 100th Anniversary of The Kewpies in Print, was held April 22 – 26, 2010, in Branson.
- Today, the Kewpie remains a source of pride for Hickman.

E. HICKMAN HIGH SCHOOL CREST

The crest of Hickman High School is a classically simple design embodying the ideals, principles, and tradition on which the school was founded.

- The crest was designed and adopted by the senior class of 1928.
- The crest has been enhanced to include a crest ring emblem, signifying the unity, wholesomeness, and timelessness of Hickman High School. The ring also incorporates the name David H. Hickman High School and the year it was founded.
- There are eight distinct parts of the Hickman crest. At its foundation is the ribbon of support, engraved with the initials for David H. Hickman High School.
- The escutcheon is a shield which forms the main element of the crest and represents our school’s honor and integrity. Hickman’s unique beveled shield is parted per cross and has four distinct charges. A charge is any emblem occupying the field of the shield.
- In the upper left is the laurel wreath of victory which is symbolic of Hickman’s excellence in academics as well as athletics. Across on the right side rests the lamp of eternal knowledge, truth, and enlightenment. The book on which the lamp sits represents the content of academic learning.
- The lower right corner is the lyre, the ancient Greek symbol of spiritual and physical harmony, contemplation, and tempered judgment.
- Above all the emblems of the shield blazes the cresset that symbolizes the one who is watchful for the commonwealth and who will give the signal in the time of danger. We are called to be a beacon for diversity, freedom, and opportunity. This cresset conveys light, strength, and endurance. Hickman has an intensity of focus; a relentless pursuit to achieve. The cresset is a symbol of hope and guidance, a light that is never extinguished. It holds a promise that if you persevere, you will reach your destination.
- The color purple of this symbol is symbolic of royal majesty, sovereignty, and justice and is indicative of the highest ideals and aims. Gold is symbolic of integrity, honesty, generosity, and the elevation of the mind.
F. HICKMAN SCHOOL SONGS

**Fight Song**
On, sons of Hickman
Through every year,
Praise her and honor her
And greet her with a cheer,
We’ll shout it!
Kewpies are on the march,
Faithful we’ll always be,
Purple and Gold we’ll carry to victory!
Strawberry Shortcake, Gooseberry Pie
V-I-C-T-O-R-Y! Are we “It?” Well I guess “Yes!”
We’re the Kewpies of HHS!

In celebration of the Kewpie’s 100th year as Hickman’s mascot, a new *alma mater* has been composed by Matt Felts, Director of Choirs at Hickman, and Carter Datz, 2012 Hall of Fame Music Award recipient. The school fight song, “On Sons of Hickman,” has long been regarded as the school’s *alma mater*, yet the lyrics and music are meant more as a cheer, and is normally performed at an upbeat, fight-song tempo. The new *alma mater*, “Hail Hickman High,” breathes new life into Harold Streeter’s “Aye Forever” text from the 1922 *Cresket*, the first official Hickman *alma mater*. The text was originally sung to the tune of the Yale *boo la boo la* song (more commonly known today as the *Boomer Sooner* fight song), perhaps serving a dual role as a fight song at the time.

Streeter’s text has now been reimagined as a storied *alma mater*, a flowing and lyrical hymn-like anthem, reminiscent of Hickman’s brick and ivy past. “Hail Hickman High” had its first public performance at the 2014 Hickman Commencement Ceremony, proudly sung by the seniors of the *A Cappella Singers*, under the direction of Matt Felts.

*“Hail, Hickman High”*
*A new Alma Mater*

Music by Matt Felts and Carter Datz, 2013
Words by Harold Streeter, from the 1922 *Cresket*

From far and near, we gather here.
True sons of the purple and the gold.
Let voices blend in a don of cheer to the school
that entwines us in her fold.
A song of love for our old high.
A long that cannot die.
For the love shall speak as we journey far and
the days of our youth have flitted by.

Let us praise thee. Aye forever.
We that love thee. We that made thee.
Hail, Columbia alma mater.
Hail, O Hickman, Hickman High.

Nor age nor fame shall blur the name of
our high school long after we are gone.
And rich or poor, may we all proclaim of
the unattained glory she has won.
Our old high long may her banner fly.
Here’s a round of praise for our high school
days and a faith that shall never, never die.

Let us praise thee. Aye forever.
We that love thee. We that made thee.
Hail, Columbia alma mater.
Hail, O Hickman, Hickman High.

G. KEWPIE CHEER

Strawberry Shortcake, Gooseberry Pie
V - I - C - T - O - R - Y!
Are we “It?”
Well I guess “Yes!”
We’re the Kewpies of H - H - S!

H. ADMINISTRATIVE STRUCTURE

While principals are trained and ready to support all administrative responsibilities, the team structure is designed to provide areas of focused support to staff and students. The school administration consists of the principal, two (2) assistant principals of instruction, an assistant principal for student support, and an assistant principal in charge of activities and athletics. Additionally, the director of guidance, student support teams, and an A+ coordinator complete the Hickman High School Administration Team.

- **Mr. Tony Gragnani, Principal**, is responsible for the operation and administration of the school program, visiting classes, supervising teachers, and working with various departments in development of the curriculum and improvement of instruction.

- **Ms. Denise Herndon, Assistant Principal, Curriculum and Instruction**, is primarily responsible for staff support. This includes visiting classes, supervising teachers, and working with various departments in implementation of the curriculum and improvement of instruction.

- **Mr. Matt Ross, Assistant Principal, Curriculum and Instruction**, is primarily responsible for staff support. This includes visiting classes, supervising teachers, and working with various departments in implementation of the curriculum and improvement of instruction.

- **Dr. Andrew McCarthy, Assistant Principal, Student Services**, is primarily responsible for student support services. This includes supervising the student support teams and the implementation/development of Hickman High School’s Response to Intervention system.

- **Mr. J.D. Coffman, Director, Athletics/Activities**, coordinates extracurricular activities and athletic programs, safety and security, pupil services, assembly procedures, school calendar, school publications, fundraising approvals, and calendar, and such evaluations.

- **Mrs. Susan Matthews, Director of Counseling**, administers the counseling program, the testing program for the school, and supervises the counseling staff.

- **Mr. Atah Knighten, Dean of Students A-K**, is primarily responsible for supporting students with the last names (A - K). This includes monitoring attendance, behavioral support, and working with the support team to create successful outcomes for students.

- **Mrs. Cassandra Walker Suggs, Dean of Students L-Z**, is primarily responsible for supporting students with the last names (L - Z). This includes monitoring attendance, behavioral support, and working with the support team to create successful outcomes for students.

- **Ms. Leslie Lewis, Dean of Students IEP/504**, is primarily responsible for supporting all students who are connected with special services (IEP/504). This includes monitoring attendance, behavioral support, and working with the support team to create successful outcomes for students.

- **Ms. Kathleen Wells-Morgan, A+ Coordinator**, is responsible for implementing the activities outlined in the A+ grant. She provides students with information, requirements, and applications to receive the student financial incentives from the A+ schools’ program.

I. STUDENT IDENTIFICATION CARDS

A student ID card is provided free of charge. Students are expected to have and use this ID card. **Students should carry their IDs at all times and be able to present it upon request.** A fee of $2 is charged for replacement cards, available in the Main Office. The student ID provides a student a method to verify his or her identity upon request or as needed. The student ID is also used when checking out materials from the media center, resource centers, when using the computer lab, identification at student activities, and verification for the lunch program.

J. IN BUILDING COMMUNICATIONS AND DAILY ANNOUNCEMENTS

The school is equipped with a communications system that has a speaker and telephone in each room. Announcements concerning school activities and school business are made at the beginning of first block every day. In accordance with state statute, the Pledge of Allegiance will be recited every Monday morning following the announcements. Announcements may occur at other times during the school day in extraordinary situations. In addition to being an-
nounced over the loudspeaker, daily announcements are posted every morning in the West Office, dean's offices and are accessible for student and parents on the Hickman web site http://www.cpsk12.org/hhs

Telephones in each room are used by school staff to communicate with various areas of the building and for receiving voice mail messages, but are not for student use. Phones are available in the West and East Office for student use.

K. CARE OF THE BUILDING

Students are responsible for helping keep the building in excellent condition. Any destruction of property, vandalism, or writing on walls or furniture is in violation of state law, and is considered a misdemeanor. This could result in suspension from school. Students will be held responsible for cost of repairs and may be required to complete community service.

L. T.I.D.E. CODE AT HICKMAN HIGH SCHOOL

T.I.D.E. is an acronym that stands for Hickman’s values of Tradition, Integrity, Diversity, and Excellence. The T.I.D.E. Code illustrates what it means to celebrate and honor Hickman heritage, culture, and Traditions, to develop personal Integrity and responsibility, to value Diversity, and to achieve academic Excellence. The Code illustrates examples in a variety of settings (classroom, hallway, cafeteria/commons) of behaviors that demonstrate each of the four values of T.I.D.E. so that we can achieve our school mission, which reads, “Hickman High School empowers students to achieve academic excellence, to develop personal integrity and responsibility, to value diversity, and to become continuous learners capable of contributing to a changing society.” (adopted 1997; reaffirmed 2008).

The T.I.D.E. Leadership Team is a group of volunteer teachers who work together to fulfill the T.I.D.E. mission stated above. The T.I.D.E. Team meets monthly and all faculty and staff are welcome to join. This year the T.I.D.E. Team is committed to greater inclusion of student voices, and meetings will include a report from “KEWP Talks” (monthly meetings between Hickman’s Principal, Mr. Tony Gragnani, and students), as well as discussions relating to initiatives centered on building positive relationships. The T.I.D.E. Code can be located on the next page and throughout the building.

M. KEWPIC INCENTIVE CARD (KIC) GUIDELINES

The KEWPIC Incentive Card (KIC) rewards students who embody Hickman’s mission of Tradition, Integrity, Diversity, and Excellence (T.I.D.E.). To support our students’ growth in the areas of citizenship and employability, the 2018-2019 KIC cards will focus specifically on the criteria of conduct and effort as reported on progress reports and grade cards. Utilizing a citizenship and employability rubric, staff will be able to consistently report progress in these areas and communicate results to students and parents. Furthermore, students will also have access to the rubric so they can quickly self-access where they are in relation to their conduct/effort, and make adjustments if needed. Lastly, reporting student behavior separately from the academic grade will help us reliably target areas of academic need for our students. At Hickman we value excellence in both academics and citizenship. This change in how we recognize citizenship will provide a benefit to the educational environment for all students.

There are two KIC levels, Purple and Gold, each with reward incentives within both Hickman High School and the Columbia Community (see back of page) with more to be added. Students will receive a sticker to place on the front of their student ID to reflect the Purple or Gold level; these KIC stickers will be distributed at each IPR. Prior to the date teachers submit grades for each IPR, it is the student’s responsibility to frequently reflect on and speak with their teachers about their conduct and effort in class and review his/her attendance on Home Access. The attention to these two factors will allow students to clear up any issues, if present, before the KIC distribution following each IPR. If a student is not on the KIC list but feels the criteria have been met, the student should do the following in this order within one week after the IPR distribution: (1) review KIC criteria, (2) check attendance and conduct and effort on Home Access, (3) contact Stacey Throckmorton (strockmorton@cpsk12.org) to discuss the issue. NOTE: Students must have their current KIC sticker displayed on the front of their student ID to participate in KIC privileges. See the chart on next page for KIC Card criteria and incentives.

NOTE: Students must present their student ID with current KIC label on the back to participate in Hickman KIC privileges.

ADVISORY AND SEMINAR STUDENTS: Purple and gold cardholders may, at teacher’s discretion, be released to approve study areas during advisory and seminar blocks. These students must sign out with the advisory/seminar teacher and provide their destination location. They must report back in with advisory or seminar teacher at least five minutes prior to the end of the block.

STUDY HALL STUDENTS: Gold card holders do not have to return to study hall after checking in for attendance purposes at the beginning of the block; however, purple card holders must return to study hall. Senior gold card holders may leave campus after signing out in the North Office. They must return prior to the bell for the subsequent block and will receive appropriate consequences if they fail to do so. If they return to campus earlier, they are asked to please sign back in at the North Office so we know they are on campus.

The KIC label (attached to your ID), when worn on a lanyard around the neck, serves as a hall pass during class time.

KIC privilege areas include the Hickman Library Media Center (LMC), the Kewpie Lounge (except during lunch), and the Quiet Reading Zone outside Guidance in the east lobby.

For a student to use the Quiet Reading Zone, the student must meet all of the following requirements:

• The student has earned a gold card.
• The student is wearing the gold card on a lanyard at all times in the reading zone.
• The student checks in and properly follows Guidance procedures.
• The student refrains from eating.
• The student has followed the KIC check-in procedure prior to entering the Quiet Reading Zone.

Students who violate any of the criteria for the Quiet Reading Zone will be asked to leave the Quiet Reading Zone and may be subject to additional consequences.

N. HICKMAN BEHAVIOR EXPECTATIONS

Hickman believes fostering a positive relationship with the students, parents, faculty and staff is essential to creating a culture where each individual has the opportunity to experience the educational process in an enriching atmosphere. We understand that individual life experience may at times interfere with one’s ability to demonstrate appropriate behavior in all situations. Using a restorative practices approach, the administration will proactively address each incident while following the district student disciplinary guidelines.

Hickman disciplinary procedures are in force at all times and places where school administrators and staff have jurisdiction including, but not limited to, school sponsored events, field trips, athletic functions, other school related activities, and on the way to or from a school-related event. Additionally, the principal, any public school official, or designated chaperone is authorized to take administrative action to address student misconduct away from school or during a school activity.
### Hickman High School Citizenship and Employability Rubric 3.1

<table>
<thead>
<tr>
<th>Conduct</th>
<th>Outstanding</th>
<th>Above Average</th>
<th>Average</th>
<th>Needs Improvement</th>
<th>Unsatisfactory</th>
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<tbody>
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<td><strong>Academic Conduct</strong></td>
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<td>The Student:</td>
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<tr>
<td>- Always arrives on time.</td>
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<td>- Always prepares for class.</td>
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<td>- Always participates in class, actions drive instruction forward.</td>
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<td>- Always does what’s expected and model’s expectations for others.</td>
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<td>- Always uses technology to drive instruction forward.</td>
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<td>The Student:</td>
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<td>- Consistently arrives on time.</td>
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<td>- Consistently prepares for class.</td>
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<td>- Consistently participates in class, actions drive instruction forward.</td>
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<td>- Consistently does what’s expected and model’s expectations for others.</td>
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<td>- Consistently uses technology to drive instruction forward.</td>
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<td>The Student:</td>
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<td>- Usually arrives on time.</td>
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<td>- Usually prepares for class.</td>
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<td>- Usually participates in class, actions distract instruction.</td>
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<td>- Usually does what’s expected, before redirection is applied.</td>
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<td>- Usually uses technology to drive instruction forward.</td>
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<td>The Student:</td>
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<td>- Rarely arrives on time.</td>
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<td>- Rarely prepares for class.</td>
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<td>- Rarely participates in class, distracts others from instruction.</td>
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<td>- Rarely does what’s expected.</td>
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<td>- Rarely uses technology to drive instruction forward.</td>
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<td><strong>Working with Peers or in groups</strong></td>
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<td>The Student:</td>
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<td>- Always and effectively leads/participates a group learning.</td>
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<td>- Always participates in the Restorative Practices process.</td>
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<td>- Always seeks out different points of view.</td>
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<td>- Always embraces diversity in others.</td>
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<td>The Student:</td>
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<td>- Consistently communicates with others effectively.</td>
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<td>- Consistently willing to participate in the Restorative Practices process.</td>
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<td>- Consistently avoids conflicts.</td>
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<td>- Consistently respects individuals’ differences.</td>
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<td>The Student:</td>
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<td>- Usually communicates effectively with others.</td>
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<td>- Usually participates in the Restorative Practices process.</td>
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<td>- Usually acknowledges different points of view.</td>
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<td>- Usually acknowledges diversity in others.</td>
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<td>The Student:</td>
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<td>- Inconsistently communicate effectively with others.</td>
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<td>- Inconsistently acknowledges different points of view.</td>
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<td>- Inconsistently acknowledges diversity in others.</td>
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<td>The Student:</td>
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<td>- Initiates conflict</td>
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<td>- Even with help, Student:</td>
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<td>- Rarely communicates effectively.</td>
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<td>- Rarely acknowledges different points of view.</td>
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<td>- Rarely acknowledge diversity.</td>
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<tr>
<td>Effort</td>
<td>Working with Adults, Mentors, or Supervisors</td>
<td>The Student:</td>
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<td></td>
<td>• Always assumes responsibility for learning by advocating for self, if needed, in a timely manner.</td>
<td>The Student:</td>
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<td></td>
<td>• Always listens and follows directions given by adults.</td>
<td>The Student:</td>
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<td></td>
<td>• Always demonstrates effective communication skills and willingness to work with adults.</td>
<td>The Student:</td>
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<td></td>
<td>• Consistently assumes responsibility for learning by advocating for help and asking appropriate questions if needed.</td>
<td>The Student:</td>
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<td></td>
<td>• Consistently listens and follows directions given by adults.</td>
<td>The Student:</td>
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<td>• Consistently demonstrates effective communication skills and willingness to work with adults.</td>
<td>The Student:</td>
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<td></td>
<td>• Usually seeks help or asks appropriate questions.</td>
<td>The Student:</td>
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<td></td>
<td>• Usually listens and follows directions given by adults.</td>
<td>The Student:</td>
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<td></td>
<td>• Usually demonstrates effective communication skills and willingness to work with adults.</td>
<td>The Student:</td>
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<td></td>
<td>• Inconsistently seeks help, or adults must advocate for student, in asking appropriate questions to guide learning.</td>
<td>The Student:</td>
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<td></td>
<td>• Inconsistently listens or follows directions given by adults.</td>
<td>The Student:</td>
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<td></td>
<td>• Inconsistently demonstrates effective communication skills or willingness to work with adults.</td>
<td>The Student:</td>
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<td></td>
<td>• Rarely seeks help, asks questions, or advocates for needs.</td>
<td>The Student:</td>
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<td></td>
<td>• Rarely listens or follows directions given by adults.</td>
<td>The Student:</td>
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<tr>
<td></td>
<td>• Rarely demonstrates effective communication skills or willingness to work with adults.</td>
<td>The Student:</td>
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<thead>
<tr>
<th>Work Completion</th>
<th>The Student:</th>
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<tbody>
<tr>
<td></td>
<td>• Always completes work as assigned every day.</td>
</tr>
<tr>
<td></td>
<td>• Always submits work on time.</td>
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<tr>
<td></td>
<td>• Always takes advantage of retake/redo opportunities and support if needed.</td>
</tr>
<tr>
<td></td>
<td>• Consistently completes work as assigned.</td>
</tr>
<tr>
<td></td>
<td>• Consistently submits work on time.</td>
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<td></td>
<td>• Rarely takes advantage of retake/redo opportunities and support if needed.</td>
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</tbody>
</table>

*All bullet points are indicators for the level. Not all indicator must be met to score a student in a particular level for each category.

** Data tracking will be done anecdotally
### Kewpie Incentive Cards (KIC) 2019-2020

#### Kewpie Card Criteria

<table>
<thead>
<tr>
<th>Gold</th>
<th>Purple</th>
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</thead>
<tbody>
<tr>
<td>All As and 2s on conduct and effort</td>
<td>No 4s or 5s on conduct and effort</td>
</tr>
<tr>
<td>No referrals</td>
<td>No more than 1 referral</td>
</tr>
<tr>
<td>No more than 2 tardies</td>
<td>No more than 5 tardies</td>
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<tr>
<td>95% or higher attendance</td>
<td>90% or higher on attendance</td>
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</tbody>
</table>

#### Kewpie Card Incentives

<table>
<thead>
<tr>
<th>Gold</th>
<th>Purple</th>
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<tbody>
<tr>
<td>Free admission to homecoming dance (lottery -10)</td>
<td>Free admission to homecoming dance (lottery -5)</td>
</tr>
<tr>
<td>Free admission to Prom (lottery -4)</td>
<td>Free admission to Prom (lottery -2)</td>
</tr>
<tr>
<td>Free pass out of study hall (Show card)</td>
<td>Free pass out of study hall (Show card)</td>
</tr>
</tbody>
</table>
| Seniors may leave campus by checking out/in an attendance office. Seniors may also go to the Quiet Reading Area, the Commons or Library Media Center. | Seniors may go to the Commons or Library Media Center.  
Juniors may go to the Quiet Reading Area, the Commons or Library Media Center.  
Freshman & Sophomores may only go to the Library Media Center, or Commons. MUST return by the end of the block. |
| Juniors may go to the Quiet Reading Area, the Commons or Library Media Center.  
Freshman & Sophomores may only go to the Library Media Center, or Commons. MUST return by the end of the block. | Incentive card serves as a hall pass (with teacher permission to leave class) |
| Incentive card serves as a hall pass (with teacher permission to leave class) | $1 off athletic events (except post season games) & school plays |
| $1 off athletic events (except post season games) & school plays | $1 off athletic events (except post season games) & school plays |
| 2-3 minutes out early from 4th block (daily teacher discretion) | 2-3 minutes out early from 4th block (daily teacher discretion) |

#### Kewpie Card Community Incentives

<table>
<thead>
<tr>
<th>Gold</th>
<th>Purple</th>
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<tbody>
<tr>
<td>Play It Again Sports: 10% off total purchase</td>
<td>Play It Again Sports: 5% off total purchase</td>
</tr>
<tr>
<td>Rastag admission price of $5 ($3.50 savings)</td>
<td>Rastag admission price of $5 ($3.50 savings)</td>
</tr>
<tr>
<td>Como Smoke and Fire: 20% off meal</td>
<td>Como Smoke and Fire: 10% off meal</td>
</tr>
<tr>
<td>10% off specialty drinks at Lakota Coffee</td>
<td>10% off specialty drinks at Lakota Coffee</td>
</tr>
<tr>
<td>Como Beach Clothing: 20% off</td>
<td>Como Beach Clothing: 20% off</td>
</tr>
<tr>
<td>Diamond Cutz Barber (by appointment only): $7 haircuts</td>
<td>Diamond Cutz Barber (by appointment only): $10 haircuts</td>
</tr>
<tr>
<td>Special Pricing at Styles by Sweetzuer (By appointment only)</td>
<td>Special Pricing at Styles by Sweetzuer (By appointment only)</td>
</tr>
<tr>
<td>Avon: 15% off (See Mrs. Foley in LMC)</td>
<td>Avon: 10% off (See Mrs. Foley in LMC)</td>
</tr>
<tr>
<td>Advanced Vision: $25 off Contact Lens Exam</td>
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<tr>
<td>Papa’s Cat Café FREE DRINK ($3 or less) with any purchase of “cat time” in the cat playroom. Located next to Lucky’s Market. Students under 18 students must be with by someone 18+ and have parents sign entry waiver on our website.</td>
<td></td>
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<tr>
<td><a href="http://www.papascatcafe.com">www.papascatcafe.com</a></td>
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</tbody>
</table>

*Students must have valid Hickman Student ID card and KIC label in order to receive discounts. Discounts are not available for online purchases. KIC Card must be displayed/worn on lanyard when used as a hall pass. Labels will be put on the front of student IDs each 5 week grading period. Freshman and Sophomore students must return to advisory, seminar, or study hall by the end of the block. Juniors and Senior purple and gold card members do not have to check back into study hall.*
O. RESPONSE TO INTERVENTION (RTI)
- Hickman’s mission to empower all students to achieve academic excellence is evident in the school’s response to intervention model.
- All freshman students will be enrolled in a mandatory advisory course which aims to ensure that students have a successful transition into high school by providing academic and social support. These supports include, but are not limited to study skills, embedded time within the school day for instructional assistance or enrichment, and options about social skills development.
- All sophomore students will be enrolled in Sophomore Seminar. This course aims to ensure that students begin to individualize their academic plan for their remaining years of high school, as they also begin to develop a post-secondary plan. The course includes continued work in social and academic skill development, implementation of the Model Guidance curriculum, college and career planning, and individualized academic intervention. Only students enrolled in the sophomore section of AVID are exempt from Sophomore Seminar.
- Expanded Advisory (Focus Labs) - Hickman’s expanded advisory model seeks to intervene with students who may not be performing well academically. Any student identified as needing additional academic help—including juniors and seniors—will be assigned to an advisory focus lab by his/her support team at any point during the school year. The support team may include his/her dean, counselor, teachers, case managers, and the school nurse.

P. DID YOU KNOW...
ABUSE & LOSE-A person under the age of 21 will LOSE his/her driver’s license if adjudicated/convicted for any alcohol-related traffic offense, possession of a controlled substance, or possession of an altered driver’s license.
- 1st Offense: 30 day suspension
- 2 or more violations: 1 year suspension
A person 16 years of age or older will LOSE his/her driver’s license if adjudicated/convicted for possession or use of alcohol.
- 1st Offense: 90 day suspension
- 2nd Offense: 90 day suspension
- 3 or more violations: year suspension

CERTIFICATION-A juvenile between the ages of 12 and 17 may be certified as an adult to stand trial as an adult and to be punished as an adult for certain offenses, including: 1st or 2nd degree murder, 1st degree assault, forcible rape or sodomy, 1st degree robbery, distribution of drugs or if the juvenile has 2 or more prior felony adjudications.

EMANCIPATION-There is NO emancipation under the juvenile code in the State of Missouri. Unless you are certified as an adult, there is no other means to be declared an adult and your parents are responsible for you until you are 18 years old.

PRESCRIPTION DRUGS-It is a crime to possess another person’s prescription medication while at school. It is a crime if you give your prescription medication to someone else while at school.

JOINT LIABILITY-You may be held responsible for a crime even if you did not actually commit the crime, but are present when it happens and assist in ANY way (even cheering a person on).

CHILD PORNOGRAPHY-It is a crime to possess any obscene material that has a child as a participant in or observer of sexual conduct.
- A child is defined as anyone under the age of 18.
- Pictures or videos of anyone under the age of 18 engaging in sexual conduct may be considered child pornography.
- Having pictures on your cell phone of yourself engaged in sexual conduct or of someone else engaged in sexual conduct may be considered child pornography.
- If you send those pictures or videos to friends…you may even be charged with distribution of child pornography.

SEXUAL OFFENSES -If you commit a felony sexual offense, you may have to register with the Juvenile Officer as a juvenile sexual offender until attaining the age of twenty-one (21). If you commit a felony sexual offense that involves force, a weapon, or causes serious physical injury, you may have to register as an adult sexual offender. The adult registry is a lifetime registry and is public information.

FELONY OFFENSES-If you commit a felony offense as a juvenile, the information could be used against you as an adult, if you commit another offense as an adult. If you commit a felony offense as a juvenile, you may have difficulty getting into the military or obtaining federal employment.

CONSEQUENCES
A referral to the Juvenile Officer may result in a number of different consequences imposed upon you, to include:

Informal Adjustment Agreement – an informal agreement between you and the Juvenile Officer, requiring you to participate in certain classes, pay fines and complete assignments.

Court Action – the Juvenile Officer may file a petition against you and require you to come to court to answer for the offenses that you have committed.

Formal Supervision – the Juvenile Court may order you to attend classes, participate in services, complete community service work, pay fines, and/or complete assignments. The Juvenile Court may order you to pay restitution, attend school, limit your activities, limit your communication with friends or restrict your associates and/or to submit to random drug testing.

In-Home Detention – the Juvenile Court may order that you be placed on in-home detention, which means that you would not be free to leave unless approved by the Court.

Detention – the Juvenile Court may order you to be detained at the Robert L. Perry Juvenile Justice Center for a period of time, to include up to 30 days or longer.

Intensive Supervision – the Juvenile Court may order you to participate in intensive services, which require daily meetings, family participation in services and restriction of your movement and associates.

Division of Youth Services – the Juvenile Court may order you to be committed to the Division of Youth Services until you obtain the age of 18. This may include a commitment to a facility for a period of time and/or supervision in the community.

Q. LOSS OF PRIVILEGE
The privilege of attending and participating in after school activities can be revoked. Reasons for loss of privilege may include:
- Being suspended.
- Failure to serve an assigned consequence.
- Being added to the Loss of Privilege list by an assistant principal for excessive truancy, absences, and/or disciplinary referrals.

R. OFFICE CONDUCT
Any student referred to his/her dean’s office for disciplinary reasons should sit quietly until an administrator is available. Failure to behave in an acceptable manner while in the office may result in an additional disciplinary action.

S. FIGHTING
The learning environment of Hickman High School must be free of any form of disruption for the benefit of all students. There are many resources available to students to mediate and solve differences from counselors, home school communities, administrators, teachers, and a school resource officer. Every student has a choice to seek out help and avoid fighting. Inappropriate behavior such as fighting distracts from the learning opportunities of students and will
not be tolerated. Any such behavior on school grounds, adjacent areas before, during, or after school and at school activities will be a violation of school district policy and the following consequences may occur:

- **Participation in a fight** - 1 to 10-day out-of-school suspension
- **Participation in a fight and non-compliance with faculty and staff who intervene, may result in 10-day out-of-school suspension and request for extended suspension by the Superintendent.
- **Participation in a fight and assault or physical endangerment of faculty, staff, or other adult** - 10-day out-of-school suspension and request for extended suspension by the Superintendent that could result in suspension for up to one school year or 180 days.
- **Incidents may result in referral to law enforcement.**
- **Direct or indirect participation of students who encourage or promote fights will not be tolerated and students will be subject to disciplinary actions.**

### T. INAPPROPRIATE BEHAVIOR TO FACULTY AND STAFF
Inappropriate language, gestures, or aggressive verbal or physical behavior toward a faculty or staff member will result in disciplinary action.

### U. INAPPROPRIATE BEHAVIOR TO PEERS
The use of disrespectful verbal, written, or symbolic language or gestures that are inappropriate in public settings will result in disciplinary action.

### V. INSUBORDINATION/DEFIANT BEHAVIOR
Within the public school context, defiance is defined as the refusal to comply with a reasonable request by faculty or staff. Insubordination is defined as the open, bold resistance of authority. Insubordination or defiant behavior will result in a disciplinary consequences, including suspension for safety concerns.

### W. CHEATING (Academic Integrity/Plagiarism)
Cheating violates the parameters of a given assignment, including but not limited to the following:
- Talking, texting, copying, or using notes during tests
- Copying someone’s homework
- Copying from the Internet or other media sources without proper attribution
- Putting one’s name on another’s paper
- Allowing someone else to copy one’s work

### X. FOOD OR DRINK IN CLASSROOM
Food and drink is allowed in the classroom per teacher discretion ONLY. If it is possible, the use of the commons is encouraged when food is part of a class-related activity or special event. Water in clear bottles only is permitted. Failure to comply may result in student disciplinary action.

### Y. STUDENT ATTENDANCE
Consistent attendance is imperative for a student to receive full benefits from the school program. Since credit is based upon academic achievement and class participation, it is important that students attend class each day.

- **Excused Absence** - an excused absence is one considered unavoidable for illness, death in the immediate family, unavoidable appointments, required religious observations, required court appearances, or other extenuating circumstances explained to the satisfaction of the assistant principal. All excused absences require the appropriate documentation in order to be considered excused.
- **Parent Excused Absence** - parents may excuse up to seven (7) absences per year. A student must have appropriate documentation for absences excused beyond these seven days.
- **Unexcused Absence** - an unexcused absence is one that does not have the proper documentation to be excused. All unexcused absences will be considered truancies unless the absence is reported to the office by a parent. If the parent has used all of the seven (7) excuses, the absence will be considered “unexcused parent notified.”

- **Truancy** - a truancy is an elective absence that has not been approved by the parent or school official. A disciplinary consequence for truancy may be assigned. If a student needs to be excused for a medical appointment or a court appearance, parents should call, send a note with the student, or visit the student’s assistant principal’s office. After the appointment or appearance, in order to be excused, parents must provide verification of the visit by submitting a note or fax (on official authenic letterhead) confirming time, place, and date. Parents must report the absence within twenty-four (24) hours after the absence; otherwise, the absence will be reported as unexcused. Excuses can be faxed to 214-3057 for last names beginning with A-Z.

### Late to School
- A parent may excuse three (3) tardies to school each semester. If a parent uses all three (3) excuses, additional tardies will be addressed by the appropriate dean’s office.

### Z. TARDY TO CLASS
To maximize learning and prevent classroom disruptions, it is vital that students arrive to class on time. Students are provided with an 8 minute passing period between classes which allows ample time to be in class prior to the tardy bell. To support instructional time, Hickman High School utilizes a sweep procedure to address tardies. Students who still in the hallway after the tardy bell will be escorted by staff to the office for tardy documentation and tracking. Consequences are assigned based off total tardies per semester. Students will face significant consequences for not cooperating with sweep procedures.

### AA. LEAVING CAMPUS
The Hickman campus is closed for Freshmen and Sophomores per district mandate. The only reason they may leave campus is to go to the Career Center riding the approved bus. Junior and Seniors may leave campus during lunch.

### BB. FIREWORKS
The possession or use of any fireworks or similar material will result in a suspension of up to ten (10) days.

### CC. WEAPONS
Weapons are not allowed on campus and will be confiscat-
ed by staff members and will not be returned to students or parents. Possession of a weapon will result in suspension of up to ten (10) days and/or extended suspension.

### DD. ELECTRONICS POLICY
- When the bell rings, all electronic devices (including headphones, ear buds, etc.) must be on silent and out of sight during all class periods. Electronic use may, however, be allowed during class at the discretion of the teacher.
- **We understand parents may need to contact their child during the school day. Please be aware that students are permitted to check messages during their 8-minute passing times and lunch. Urgent or necessary messages should always be sent through the main office.**

- **Common Language** - “silent and out of sight,” and “intentional vs. unintentional use”

- **Intentional use**—student understands the policy and is knowingly using electronic device without permission. Examples: using device during instruction/small group/individual work; not following classroom rules/teacher directive about electronic use; giving device to other student(s); using headphones during instruction/small group/individual work; disruption
to others via device (laughing, talking, engaging with others while having device out); answers phone in class; use of social media in class; use of device for non-academic purposes.

- Unintentional use—student understands the policy and unknowingly violates it
  Examples: device falls out of backpack or pocket; noise from turning off device; device makes noise and student apologizes/complies with directive to turn it off.

*Referrals should only be written for intentional use

**EE. STANDARDS OF DRESS**

**Dress Code Philosophy:** Hickman High School’s student dress code supports equitable educational access and is written in a manner that does not reinforce stereotypes. The primary responsibility for a student’s attire resides with the student and his/her parent(s) or guardian(s). The school district is responsible for seeing that student attire does not interfere with the health or safety of any student and that student attire does not contribute to a hostile or intimidating atmosphere for any student. To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently and in a manner that does not reinforce or increase marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observance, household income and/or body type/size. Any restrictions to the way a student dresses must be necessary to support the overall educational goals of the school and must be explained within this dress code.

These dress code guidelines shall apply to regular school days and summer school days, as well as any school-related events and activities which may include, but are not limited to: graduation ceremonies, dances and prom, and sporting events.

Students who feel they have been subject to discriminatory enforcement of the dress code should contact the Chief Equity Officer for Columbia Public Schools.

**Basic Principle:** Per CPS district policy, extremes in dress and/or grooming, which may be health or safety hazards or detract from a desirable educational setting, are inappropriate for school. Certain body parts must be covered for all students at all times. Clothes must be worn in a way such that genitals, buttocks, and nipples are fully covered with opaque fabric. All items listed in the “must wear” and “may wear” categories below must meet this basic principle.

Students must wear*, while following the basic principle above:
- Shirt (with fabric in the front, back, and on the sides under the arms)
- Pants/jeans or the equivalent (for example, a skirt, sweatpants, leggings, a dress or shorts)
- Shoes
  *Courses that include attire as part of the curriculum (for example, professionalism, public speaking, and job readiness) may include assignment-specific dress, but should not focus on covering bodies in a particular way or promoting culturally-specific attire. Activity-specific shoe requirements are permitted (for example, athletic shoes for PE).

Students may wear, as long as these items do not violate the basic principle:
- Hats must allow the face to be visible to staff, and not interfere with the line of sight of any student or staff
- Religious headwear
- Hoodie sweatshirts (wearing the hood over the head is allowed, but the face and ears must be visible to school staff)
- Fitted pants, including opaque leggings, yoga pants and “skinny jeans”
- Pajamas
- Ripped jeans, as long as underwear and buttocks are not exposed
- Tank tops, including spaghetti straps; halter tops
- Athletic attire
- Visible waistbands on undergarments or visible straps on undergarments worn under other clothing (as long as this is done in a way that does not violate the “Basic Principal” section above)

**Students Cannot Wear:**
- Clothing with Violent language or images
- Images or language depicting drugs or alcohol (or any illegal item or activity)
- Hate speech, profanity, pornography
- Images or language that creates a hostile or intimidating environment based on any protected class or consistently marginalized groups
- Any clothing that reveals visible undergarments (visible waistbands and visible straps are allowed)
- Swimsuits (except as required in class or athletic practice)
- Accessories that could be considered dangerous or could be used as a weapon
- Any item that obscures the face or ears (except as a religious observance)

Dress code enforcement: To ensure effective and equitable enforcement of this dress code, school staff shall enforce the dress code consistently using the requirements below. School administration and staff shall not have discretion to vary the requirements in ways that lead to discriminatory enforcement.

- Students will only be removed from spaces, hallways, or classrooms as a result of a dress code violation as outlined in previous sections.
- Students in violation of the dress code will be provided three (3) options to be dressed more to code during the school day:
  * Students will be asked to put on their own alternative clothing, if already available at school, to be dressed more to code for the remainder of the day
  * Students will be provided with temporary school clothing to be dressed more to code for the remainder of the day
  * If necessary, students’ parents may be called during the school day to bring alternative clothing for the student to wear for the remainder of the day
- No student should be affected by dress code enforcement because of racial identity, sex assigned at birth, gender identity or expression, sexual orientation, ethnicity, cultural or religious identity, household income, body size/type, and/or body maturity
- School staff shall not enforce the school’s dress code more strictly against transgender and gender nonconforming students than other students
- Students should not be shamed or required to display their body in front of others (students, parents, or staff) in school. “Shaming” includes, but is not limited to:
  * kneeling or bending over to check attire fit
  * measuring straps, length of shorts, skirts, or dress.
  * asking students to account for their attire in the classroom
  or in hallways in front of others

**FF. HAZING AND BULLYING**

In order to promote a safe learning environment for all students, the Columbia School District prohibits all forms of hazing, bullying and student intimidation. Student participating in or encouraging inappropriate conduct will be disciplined in accordance with JC-R (board policy). Such discipline may include, but is not limited to, suspension or expulsion from school and removal from participation in activities. Students who have been subjected to hazing or bullying are instructed to promptly report such incidents to a school official.
GG. ISS (IN SCHOOL SUSPENSION)
ISS (In school suspension) may be assigned as a disciplinary consequence for a variety of reasons. Students may be assigned to ISS for one class period, a partial day or a full day. Teachers will send work for students to complete while in ISS. All assignments must be completed when students are assigned to ISS. Students should bring incomplete homework/assignments or a reading book to ISS as students are expected to read an complete additional work if time allows. Students who are absent or missed their assigned day will be reassigned the next day to complete their ISS. If a student is removed from ISS, additional consequences may be given. Students may not have or use electronic devices while in ISS.

HH. LUNCH, ONE HOUR, TWO HOUR, AND SATURDAY DETENTIONS/COMMUNITY SERVICE
- Lunch detentions are assigned over a student’s lunch period. Students will be given 10 minutes to get lunch and report to the main office. Students are asked to bring homework or a book to read. Electronic devices will need to be silent and out of sight.
- A one or two hour detention may be assigned as a disciplinary consequence. Students with consequences must report to the staff member in charge by 4:15 p.m. Electronic devices will need to be silent and out of sight unless otherwise directed by the detention supervisor. Students are asked to bring homework or a book to read. Administration will inform students of detention room location.
- Saturday school/detention is located at Hickman (room 225). Students are expected to arrive by 7:55 a.m. and meet supervisors in the guidance lobby by entering the east glass doors. Saturday detention is 4 hours so students should bring homework, projects, and books to read. Electronic devices will need to be silent and out of sight unless otherwise directed by supervisor.
- Community service is an opportunity for students to help beautify the campus both inside and out. Students with this consequence must report to the staff member in charge by 4:15 p.m. Electronic devices will need to be silent and out of sight unless otherwise directed by supervisor.

Consequences can only be rescheduled 1 time and must be requested by the parent or have administrative approval. Failure to serve can result in additional consequences. While there are always extenuating circumstances, it is the responsibility of the student/parent to work out transportation.

II. ACE (Alternative Continuing Education)
The ACE program is located at an alternative site for a student suspended out of school. This program allows students to continue coursework until the out-of-school suspension time has been served.

JJ. MEDIA CENTER
http://cpskl2.org/lhsline
573-214-3034
Hours: Monday - Friday, 8:00 a.m. - 4:30 p.m.
The Hickman Library Media Center is a quiet area for study, research, and work. The Library Media Center staff supports students and teachers in their information access, recreational reading and technology-related needs. The Library Media Center is open to all students before school, after school and during lunch. Students need a Kewpie Incentive Card to come to the Library Media Center during study hall or advisory. Students without Incentive Cards may check out laptops or resources to take back to class.

Important information:
- The Library Media Center has frequent reading and technology programs and activities.
- Students must abide by the Technology Acceptable Use Policy.
- Only software purchased and installed by Hickman High School staff may be used on computers.
- Students may not bring food or drink into the Library Media Center or computer labs.
- Students are expected to maintain a quiet, academic atmosphere while using the Library Media Center.
- Wireless Internet access is for students building-wide.
- Gaming, chats, social networking and bypassing district filters are prohibited.
- Textbooks, graphing calculators, books, devices, equipment, and other materials are issued to students through the Library Media Center. Currently all students will receive a Library laptop from the Media Center. Students will be held accountable for lost materials or any damage beyond normal wear. Those students who are misusing devices are subject to loss of privilege (limited internet access; disable printing; camera, or email) and/or up to 180 days of suspension. A student who loses any resources will need to make restitution.

KK. NUTRITIONAL SERVICES
A well-balanced and nutritional breakfast and lunch program is offered at reasonable prices. Supplementary snacks are also available. Students may purchase lunch, bring their own, or use a combination of both plans. Hickman has an open lunch policy. Students may use the cafeteria annex, commons, or other designated areas during their lunch period, or leave campus to have lunch. Because of limited time and safety factors, it is recommended that students eat lunch in the building. Students who leave campus assume the responsibility of returning on time to their classes.

The Board of Education has passed Wellness policy guidelines concerning the use of vending machines. All vending machines will be restricted during the school day. Machines offering snacks must be limited to items that meet guidelines and drink machines will have water, juice, and sport drinks available for students before and after school.

LL. HEALTH SERVICES
Health services for Hickman High School are provided by nurses: Jennifer Maddox, RN, BSN, MHA; Shelly Soligo, RN; and health secretary, Sharon Miller.

Illness Students who become injured or ill during the school day may seek care in the nurse’s office. Except in emergencies, students are required to have a hall pass before being seen by office personnel. In the event the student is too ill to remain at school, a parent or guardian will be notified for permission to go home. Parents/guardians are advised to maintain current list of phone numbers with school personnel (can update through their counselor). If a parent or guardian cannot be reached, the student will return to class, remain in the health office, or will be sent home according to the discretion of their dean. Students who need to leave school during the course of the day for medical or dental appointments should check out through the North Office. Documentation of health status or accommodations needed should be faxed to 214-3064.

Immunizations Adequate immunizations are essential for the protection of students and are required by Missouri law for attendance at school. The nurse should be informed of any immunizations a student receives to be kept on file for compliance with the law. THE LAW PROHIBITS STUDENTS FROM ENROLLING IN OR ATTENDING SCHOOL WITHOUT THE REQUIRED IMMUNIZATIONS. STUDENTS MAY ENROLL WITH INCOMPLETE IMMUNIZATIONS, BUT SHALL NOT RECEIVE A SCHEDULE UNTIL IN COMPLIANCE. STUDENTS WHO WERE ENROLLED DURING THE PREVIOUS SCHOOL YEAR SHALL BE DENIED ATTENDANCE FOR THE CURRENT SCHOOL YEAR IF NOT IN COMPLIANCE.
Medications
Students may carry a limited supply of certain medications they may need during the school day. See the complete medication policy in the Columbia Public Schools District section for Health Services in the District Handbook.

Accommodations
If your student needs accommodations due to limited mobility, for example extra/early passing time or elevator pass, or liberal bathroom privileges, please call 214-2006 to discuss or have your student stop by the health office. We may ask for a doctor note depending on the circumstances. If your student has experienced an injury or surgery, it’s helpful to call in advance to review what they will need on return to school.

MM. COMMONS USE
The Hickman Commons area affords our students many opportunities for meeting and socializing. Staff members will supervise the Commons area.

NN. ELECTRONIC MAIL
A user is responsible for all electronic mail (“e-mail”) originating from the user’s ID or password.
• Forgery or attempted forgery of e-mail messages is illegal and prohibited.
• Unauthorized attempts to read, delete, copy, or modify e-mail of other users is prohibited.
• Users are prohibited from sending unreasonable amounts of unsolicited electronic mail unless the communication is a necessary, employment-related function, or an authorized publication.
• All users must adhere to the same standards for communicating on-line that are expected in the classroom, and consistent with district policies, regulations, and procedures.

OO. STUDENTS IN NEED
Hickman faculty and staff support students who need help with emotional, academic, or physical well-being. Referrals to counseling and on staff mental health professional can be made by any member of the faculty as well as from students or parents. The process is safe and confidential. Teams will meet consistently to discuss students in need and develop a plan of action. Many times, the plan includes input from family as well as referrals to outside agencies. Additionally, Hickman will offer assistance to students who are in need due to a crisis or new living situation. Lastly, additional prevention programs can be utilized during the year.

PP. PREPAID LUNCH
Prepaid lunch information is available in your counselor’s office, the Cafeteria, or the CPS website: http://www.cpsk12.org/depts/nutrition.php

QQ. LOCKERS
All students, parents, faculty, staff, and visitors are advised that in an effort to increase school district security, provide greater safety for students, parents, faculty, staff, and visitors, and to reduce vandalism and theft, many areas of the Hickman campus, both internal and external, shall be subject to observation and monitoring by video cameras. If necessary, tapes of such observations shall be available for use by the school district and its administrative staff to enforce the law and provisions of school district policy. Any questions about video surveillance cameras should be addressed to the School Resource Officer, the student’s dean, an assistant principal, or building principal.

RR. LOST AND FOUND
The West, North, and East office maintain a lost and found area. Items found should be turned into any of the three offices. It is strongly suggested that students mark all personal items with appropriate name/number for easy identification. Bringing items of high sentimental or monetary value to school is discouraged. Hickman High School is not responsible for lost or stolen items.

SS. STUDENT PHONE USE
Student landline phones are available in the West and East Office for emergency use. Permission from office personnel is required before the phones are used.

TT. CRIME STOPPERS
Columbia Public Schools has adopted the Scholastic Crime Stoppers program in junior and senior high schools. This program provides the opportunity for students and parents to provide anonymous tips, which is a major deterrent to individuals who may be planning to cause harm. Additionally, administrators and school resource officers receive valuable information needed to investigate campus crime. Ultimately, this proactive program reduces the likelihood of campus crime and creates a safer school environment. Scholastic Crime Stoppers will utilize the same phone number as the city-wide program (573-875-TIPS). A call will initially go to an out-of-state processing center, where information can be taken 24 hours a day, seven days a week. The phone number from which the call is received is coded and encrypted, so it is impossible to trace the source. Next, the caller’s information is relayed to our local law enforcement officials who will pass it on to the school. From there, school administrators will begin investigating the reported incident. If the administrators believe the crime has occurred, the school resource officer will be contacted. Students are reminded that Hickman High School is their school. School climate and safety is one primary responsibility of all students. Taking a stand for what is right is part of being a good citizen.

UU. LAW ENFORCEMENT
Hickman High School has safety and security services provided by a full time School Resource Officer (SRO), a sworn member of the Columbia Police Department. This officer works to enhance and complement safety and security procedures in use. The SRO is assigned to work with faculty, staff, and community members to assure a safe school environment. The officer is available during the school day to answer questions and work with students. It is a CPD policy to handcuff individuals placed under arrest.

VV. VIDEO SURVEILLANCE CAMERAS
All students, parents, faculty, staff, and visitors are advised that in an effort to increase school district security, provide greater safety for students, parents, faculty, staff, and visitors, and to reduce vandalism and theft, many areas of the Hickman campus, both internal and external, shall be subject to observation and monitoring by video cameras. If necessary, tapes of such observations shall be available for use by the school district and its administrative staff to enforce the law and provisions of school district policy. Any questions about video surveillance cameras should be addressed to the School Resource Officer, the student’s dean, an assistant principal, or building principal.

WW. MESSAGES AND GIFTS
All messages and deliveries to students should be directed to the North Office. Only EMERGENCY messages will be delivered! An emergency is defined as an accident, illness, or serious family problem. If information about transportation, medical appointments, house keys, etc., is available before your child leaves for school, please instruct him or her to call you during the day for an update. Items such as flowers, balloons, stuffed animals, cookie bouquets, etc., should be sent to the student’s home. The school assumes no responsibility or liability for deliveries to school. No deliveries are accepted on holidays such as Valentine’s Day due to class interruptions.

XX. CHANGE OF ADDRESS
Please inform your student’s counselor if your address or telephone number changes during the school year. Proof of residence will be required for students who change residence during the school year. Contact Registrar, Mrs. Amanda Carrico, at 214-3039, for additional information. The registrar may also request verification of residency during the school year.
STUDENT ACTIVITIES

All Hickman High School organizations and activities are under the supervision of a faculty sponsor appointed by the principal. Major meetings and events are to be scheduled at least one (1) month in advance through the director for athletics/activities office. The director for athletics/activities or the principal must approve the scheduling of all student activities. In order to reap the full benefits of the Hickman experience, students are encouraged to participate in the activities program. **Students who are not involved in school-sponsored and supervised activities or are not working with a staff member are required to leave school facilities and grounds by 4:25 p.m. Make transportation arrangements in advance.**

ACADEMIC & ATHLETIC ELIGIBILITY

MSHSSAA Information

It is the **student’s responsibility** to make sure they are eligible to participate in athletics or other MSHSSAA sponsored activities. If the student has any problems, questions or concerns, they should be remedied BEFORE the beginning of the season and preferably during registration. Parents can assist by understanding a few of the general guidelines and rules for MSHSSAA eligibility.

For a student to maintain eligibility:
- For academic eligibility, students must be enrolled in and have earned the previous semester **80%** of the maximum allowable credits. For what this means to Hickman students, please see the table below.
- Correspondence courses do not count as part of the required credits.
- Dual enrolled students during the regular semester may count college courses may count up to **1.0** credit per semester toward eligibility as follows:
  - ½ credit for a 3 hour college class or 1 credit for a 5 hour college class
  **Please see your assigned counselor or the director for athletics/activities if this applies to you***
- Summer school classes may count up to 1 credit towards eligibility for fall participation if:
  - The class is required for LOCAL graduation
  - The class is in a core content area (language arts, math, science, or social studies)

If you have any questions, please contact J.D. Coffman, Director, Activities/Athletics at 214-3011. To contact MSHSSAA, call 875-4880.

<table>
<thead>
<tr>
<th>For FALL SEMESTER participation, a student must:</th>
<th>For WINTER SEMESTER participation, a student must:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Senior</strong></td>
<td><strong>Senior</strong></td>
</tr>
<tr>
<td>• Have earned at least 3.5 credits in the spring semester junior year</td>
<td>• Have earned at least 3.5 credits in the fall semester senior year</td>
</tr>
<tr>
<td>• Be enrolled in at least 3.5 credit-earning classes</td>
<td>• Be enrolled in at least 3.5 credit-earning classes</td>
</tr>
<tr>
<td><strong>Junior</strong></td>
<td><strong>Junior</strong></td>
</tr>
<tr>
<td>• Have earned at least 3.0 credits in the spring semester sophomore year with a Sophomore Seminar.</td>
<td>• Have earned at least 3.5 credits in the fall semester junior year</td>
</tr>
<tr>
<td>• Be enrolled in at least 3.5 credit-earning classes</td>
<td>• Be enrolled in at least 3.5 credit-earning classes</td>
</tr>
<tr>
<td><strong>Soph.</strong></td>
<td><strong>Soph.</strong></td>
</tr>
<tr>
<td>• Have earned at least 3.0 credits in the spring semester freshman year with a Freshman Advisory.</td>
<td>• Have earned at least 3.0 credits in the fall semester sophomore year with a Sophomore Seminar.</td>
</tr>
<tr>
<td>• Be enrolled in at least 3.0 credit-earning classes and Sophomore Seminar.</td>
<td>• Be enrolled in at least 3.0 credit-earning classes and Sophomore Seminar.</td>
</tr>
<tr>
<td><strong>Fresh.</strong></td>
<td><strong>Fresh.</strong></td>
</tr>
<tr>
<td>• Promotion from 8th grade</td>
<td>• Have earned at least 3.0 credits in the fall semester freshman year with a Freshman Advisory.</td>
</tr>
<tr>
<td>• Be enrolled in at least 3.0 credit-earning classes and Freshman Advisory.</td>
<td>• Be enrolled in at least 3.0 credit-earning classes and Freshman Advisory.</td>
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</table>

GOOD SPORTSMANSHIP CODE FOR PLAYERS, COACHES, AND FANS.

1. Maintain pride in self and school.
2. Strive to keep high standards of conduct
3. Cheering is always encouraged for one’s own team.
4. No taunts, chants, noises, cheers, jeers, songs, profanity, signs, noisemakers, or motions directed to the opposing team, coach, school, or officials are allowed. Treat everyone with respect.
5. No disrespect will be shown to the opposing team during introductions.
6. No continuous standing, except in the designated student spirit section where standing is permitted.
7. Abide by the decisions of officials.
8. Accept victory or defeat graciously.
9. Hickman High School grounds (inside and outside) are, by R-7 Board policy, a tobacco-free environment. The no smoking policy will be enforced inside and outside on school property and includes any activities involving Hickman students held off campus.
A. CLUBS, ORGANIZATIONS AND SPONSORS

Academic Team .................. Ms. Kathleen Wells-Morgan
Academy of Rock/KWPE 98.3 FM ..... Mr. Brock Boland,
Mr. Jonathan McFarlan
Amnesty International ............. Mr. Brock Boland,
Mr. Jonathan McFarlan
Anime Club ........................ Ms. Terese Dishaw
Army Ants Robotics ................ Dr. Janet Bagby
Biology Club ...................... Mr. Dan Miller
CASA ................................. Mr. Matt Leuchtmann
Chess Club ........................ TBA
Choir ................................ Mrs. Robin Steinhaus
Classical Fencing Club .......... Mr. Scott Wright
Columbia Area Career Center Engineering Society ....
................................ Mrs. Julie Purcell
COMO Quidditch ................... Mrs. Noelle Gilzow
Cross Country (youth) .......... Mrs. Kathleen Johnson
D-20, Hickman Gaming Club .... Mr. Thomas Parker
DECA ................................ Mr. Scott Fuenhausen, Ms. Mikah Simpson
Ethics Bowl Team ................. Mrs. Heidi Barhouse
FCA (Fellowship of Christian Athletes) .... Mr. Greg Gunn
Fellowship of Christian Students ..... Ms. Kim Acopolis
French Club ........................ Mrs. Maryse Frebort, Mrs. Krista White
French Honor Society ............ Mr. Myles Ferebord
                          Mrs. Krista White
FBLA (Future Business Leaders) .... Mrs. Kristi Deneco
FEA (Future Educators Assoc.) .... Mrs. Crystal Oetting
Future Farmers (FFA) ............ Ms. Amanda Twenter
Gay-Straight Alliance .................. Mrs. Nancy White
GGO (Giving Girls Opportunities) ...... Mrs. Katie Wisch
Global Organization (GO Club) ... Ms. Beckie Hocks,
                          Mr. Trish Beeson
Health Science Club .......... Mrs. Noelle Gilzow
Hickman Beekeeping Club........ Mrs. Missey Barnes
Hickman Review ..................... Mr. MacKenzie Everett-Kennedy
Hickman Science Honor Society .... Mrs. Jessica Platto
H.O.P.E. ............................ Mrs. Robin Hogan
HOSA (Health Occupations Student Association) ....
................................ Ms. Kristine Hayes
Interact Club (Rotary International) .... Ms. Kim Acopolis,
                          Mrs. Amy Johnson
International Thespian Society .... Mrs. Sarah Gerling
Junior Classical League (Latin Club) . Mrs. Denise Turner
Kewpies Demand Action ............ Mrs. Kathleen Johnson
Kewpie Stage Players .............. Mr. Taylor Davidson
                          Mrs. Sarah Gerling
                          Ms. Vicki Palmer
Kewps United ...................... Mr. John Marshall
Key Club ............................ Ms. Leslie Schnieders
Lacrosse .......................... Mr. Jeff Devero
League of Legends Club .......... Mr. Andrew Bechtel
MAC Scholars ....................... Mrs. Dana Carter
Makerspace Club .................. Mrs. Tramme Foley
                          Mr. James Kome
Math Team ........................ Mr. Dean Frazier
Minority Priorities ................ Mr. Juan Diaz
Model United Nations ............ Mr. Juan Diaz
Mu Alpha Theta (Math Honor Society) ........
National Honor Society ........... Dr. DeAnna Wasman
                          Mrs. Katie White
P & G (school newspaper) ........ Mrs. Kathleen Johnson
PASS ................................ Ms. Denise Herndon
Ping Pong Club .................... Mrs. Teresa Gooch
Photography Club ................. Mrs. Jamie St. Clair
Poetry Slam ........................ Mrs. Nancy White
Potlick Club ........................ Mr. Jeffrey Devero

Red Cross Club .................... Mrs. Teresa Gooch
Quiz Bowl ........................ Mr. Zach Rodeman
Science Olympiad .................. Mrs. Shanna Barkume
Senior Class/Prom ................ Mr. Brock Boland
Skills USA ........................ Mr. Brad Mann (Career Center)
Spanish Honor Society .......... Mr. Anthony Layson
Speak Your Mind .................. TBA
Speech and Debate Team ........ TBA
Student Government (StuGov) ..... Mr. Jeff Devero
TOPS ................................ Ms. Leisa Brooks
Trireme ............................. Mr. Lea Brooks
Ultimate Frisbee Club ............. Mr. Dean Frazier
Young Democratic Socialist Club ... Mr. Zach Rodeman
Young Republicans ............... Mr. Zach Rodeman
Zombie Defense League .......... Mr. Shawn Beatty

B. HICKMAN ATHLETICS

<table>
<thead>
<tr>
<th>CHEERLEADING</th>
<th>DANCE TEAM (POMS)</th>
<th>COACH</th>
</tr>
</thead>
<tbody>
<tr>
<td>FOOTBALL</td>
<td>Molly Lyman, Coordinator</td>
<td></td>
</tr>
<tr>
<td>BASKETBALL, BOYS</td>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td>BASKETBALL, GIRLS</td>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td>SOCCER</td>
<td>Assistant</td>
<td></td>
</tr>
<tr>
<td>DANCE TEAM (POMS)</td>
<td>Samantha (Sammy) Baker</td>
<td></td>
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FALL SPORTS

<table>
<thead>
<tr>
<th>COACH</th>
<th>FIRST PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>CROSS COUNTRY</td>
<td>Pete Doll August 12, 2019</td>
</tr>
<tr>
<td>FOOTBALL</td>
<td>Cedric Alvis August 12, 2019</td>
</tr>
<tr>
<td>GOLF, GIRLS</td>
<td>TBA August 12, 2019</td>
</tr>
<tr>
<td>SOCCER, BOYS</td>
<td>Wil Ross August 12, 2019</td>
</tr>
<tr>
<td>SOFTBALL</td>
<td>Courtney Haskell August 12, 2019</td>
</tr>
<tr>
<td>SWIMMING, BOYS</td>
<td>Taylor Birs August 12, 2019</td>
</tr>
<tr>
<td>TENNIS, GIRLS</td>
<td>TBA August 12, 2019</td>
</tr>
<tr>
<td>VOLLEYBALL</td>
<td>Greg Gunn August 12, 2019</td>
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WINTER SPORTS

<table>
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<tr>
<th>COACH</th>
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<tbody>
<tr>
<td>BASKETBALL, BOYS</td>
<td>Cray Logan October 4, 2019</td>
</tr>
<tr>
<td>BASKETBALL, GIRLS</td>
<td>Anna Rovig October 4, 2019</td>
</tr>
<tr>
<td>SWIMMING, GIRLS</td>
<td>Taylor Birs November 11, 2019</td>
</tr>
<tr>
<td>WRESTLING</td>
<td>Daniel Pieper October 4, 2019</td>
</tr>
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SPRING SPORTS

<table>
<thead>
<tr>
<th>COACH</th>
<th>FIRST PRACTICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>BASEBALL</td>
<td>Mason Marshon March 2, 2019</td>
</tr>
<tr>
<td>GOLF, BOYS</td>
<td>Sean Deaver March 2, 2019</td>
</tr>
<tr>
<td>SOCCER, GIRLS</td>
<td>Wil Ross March 2, 2019</td>
</tr>
<tr>
<td>TENNIS, BOYS</td>
<td>TBA March 2, 2019</td>
</tr>
<tr>
<td>TRACK AND FIELD</td>
<td>Stewart Johnson March 2, 2019</td>
</tr>
</tbody>
</table>

Sports Passes: This year we will sell only one pass for students to access ALL athletic events. For a $15 Athletic Fee the student will have free admission to all home athletic events (Freshmen, JV, and Varsity) including Softball, Football, Volleyball, Boys Soccer, Boys Basketball, Girls Basketball, Wrestling, Baseball, and Girls Soccer for the regular games and tournaments we host. Passes are not good for District and State level competition. The student A validated student ID is required for free admission. Adult and Kewpie Kid Passes may be purchased through the Hickman Athletic Booster Club during schedule pick up and select times throughout the year.

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C. PERFORMING ARTS

Many activities are available in the Performing Arts program at Hickman. Vocal and instrumental music ensembles and music and theatre classes are open to students who choose to enroll. The Music Department also encourages all interested Hickman students to participate in the All-School Musical in the fall. Speech and Debate teams offer the chance for students to express themselves through public speaking and participation on the Debate Team.

Hickman’s Drama Department offers the aspiring actor or actress the possibility to distinguish themselves in the classroom, or through the All-School Play each spring. Students who are not yet ready to appear on stage may help behind the scenes in the All-School Musical and/or the All-School Play. For information contact the Fine Arts Office at 214-3005.

D. ASSEMBLIES

Assemblies are a valuable part of the Hickman program, providing opportunities for student recognition, information, and social development. Assemblies are scheduled to give little disruption to the normal school day. Because of the size of the student body, most assemblies are presented twice. Students are required to sit in assigned areas with their teachers. Failure to sit with your teacher will be considered truancy. Hickman has a tradition of exceptionally well-mannered audiences as well as outstanding performances. Assembly information is sent to email, is on the school website, and posted on the Hickman calendar.

E. HICKMAN SCHOOL LETTER

Hickman offers opportunities for students to participate in a variety of activities and organizations. Student participation is valued and believed to contribute to the total student concept, allowing students the capability of contributing to our diverse society. We believe that students participating in school activities help to create a positive community image for our school.

The Hickman School Letter “CH” (Columbia Hickman) is awarded to symbolize the dedication, effort, and talent a student has demonstrated. It should be worn with pride as the school letter represents one of the highest honors bestowed upon Hickman students. Hickman students are eligible to earn a school letter in three areas: Arts, Activities, and Athletics. Each of these areas has specific requirements for a student to earn a school letter. Students should contact the particular coach, teacher, or sponsor of the activity for details and requirements. Students are encouraged to become involved in all aspects of student life.

The coach, teacher, or sponsor will recommend members of his or her group who have met the school letter requirements. A student may also initiate the recommendation for a school letter by picking up an application in the principal for activities/athletics’ office in May and having it signed by the coach, teacher, or sponsor. These recommendations will be approved by the assistant principal for student activities/athletics. If there are conflicts regarding the letter qualifications, a committee composed of the principal, assistant principal for student activities/athletics, and the group’s coach, teacher, or sponsor will make a final decision on awarding a letter.

The Hickman School Letter will be awarded to a student the first time he or she earns a letter. If a student subsequently earns a letter, he or she will receive a medal bar or emblem symbolic of the area and number of years the letter has been earned. Coaches award letters for athletics at the end of each sports season. Letters in the areas of the arts and activities are awarded at the annual PTSA Recognition Night in April or May or at individual sports banquets.

F. STUDENT GOVERNMENT (StuGov)

Student government is an organization of Hickman students whose goals are:
1. To effectively represent the student body in such a way to give voice to all, majority and minority;
2. To provide a forum for the discussion of issues and controversies facing the student body;
3. To provide a conduit for a smooth and free exchange between faculty, administration, and students;
4. To advance the ideals and perceptions of the students as a whole through representative democracy.

StuGov Officers for the 2019-2020 school year are Camille Manary - President, Reyna Houston - Vice-President, Kaylee DeMoss - Treasurer, and Hamda Dakhilah - Secretary.

G. HICKMAN PUBLICATIONS

The Hickman Purple & Gold, Hickman’s school paper is distributed periodically to all students and is free. The Cresset, Hickman’s yearbook, has been published for over 100 years. Yearbooks are sold during Back to School Connections in August and during school in the West Office. Distribution is during the final few weeks of school. Both publications are created by students in production classes. The Hickman Review is an award-winning literary magazine published each year by a student/faculty team. For information on publications call 214-3005.

Several curriculum areas publish student work during the school year. These publications are done in limited quantities and are distributed to interested parties. The PTSA newsletter is published and mailed or emailed to Hickman families monthly and is available on the Hickman website. Topics range from student recognition to a current calendar of events and activities of interest. All other student publications, announcements, bulletins, advertising, flyers, or newspapers must be reviewed by the administration and the organizational sponsor before posting or distributing. The Hickman website (www.cpsk12.org/hhs) is managed by the media center specialists. Please contact the director for athletics/activities at 214-3011 with questions.

Organizations of individuals not affiliated with Hickman must submit and have reviewed any information or publication before posting or distributing at school. Approved material may be posted or distributed only in designated areas or on specific bulletin boards.

H. FRATERNITIES AND SORORITIES

In the past, parents have requested advice from school administrators and the superintendent about permitting their children to join high school fraternities and sororities. The building administrative team would like to strongly emphasize that Hickman High School does not endorse or support any high school sororities or fraternities. In past years, some activities by such organizations locally have resulted in low violations and endangerment of student safety. We recognize that some of our students have been members of such groups in the past. As a school faculty, we believe that membership in such organizations by high school students is detrimental. The faculty and administration of Hickman High School assume no responsibility for supervision of these groups, and further, the school in no way approves or is involved in any activities sponsored by such groups. Initiations or other forms of recognition or publicizing of such organizations are not approved nor condoned at school.

I. DANCES

Dances at Hickman High School vary from formal to informal. They must be scheduled through the director for athletics/activities at least ten (10) weeks in advance. Approv-
al or disapproval of a dance request will be based on how the proposed dance fits into the overall school calendar. The privilege of attending school dances may be restricted based on compliance with the school’s code of conduct. **Guests of Hickman students must be attending an approved high school and be registered and approved by school administration. ID’s will be required for all school dances.**

**J. PARKING, VEHICLE USE, & RESPONSIBILITY**

Parking on campus is a privilege. Any student with the status of sophomore, junior, and senior for the current year may register vehicles for parking on one of the four parking lots (A, B, C, or D). No parking spots are assigned within a parking lot but are on a first come, first serviced basis daily. A hang tag will be issued during Back to School Connections in August and is to be placed on the rearview mirror immediately. **FAILURE TO REGISTER AND DISPLAY A HANG TAG ON A VEHICLE AT ALL TIMES WILL RESULT IN THE VEHICLE BEING RESTRICTED FROM SCHOOL GROUNDS.** Vehicles without hang tags, vehicles parking in the incorrect lot or parking in restricted areas will be subject to being towed and/or issued a parking sticker and fine. The individual whose vehicle is towed will be responsible for all towing fees and may lose the opportunity to purchase a hang tag for the following year.

Parking lots are assigned based on activities/sports the student is involved in. A fee of $50 will be charged for an individual parking hang tag for a full school year. A prorated fee of $25 dollars is charged for parking applications received in January or after for the last five months of school.

**CITY PARKING TICKETS WILL COST DRIVERS A MINIMUM OF $15.** Tickets will be issued for parking illegally in assigned areas, handicapped spots, visitor spots, non-parking areas, or along red or yellow curbs. Persistent offenders will be fined larger amounts, face disciplinary consequences, have vehicle towed at owner’s expense, and lose the privilege of applying for parking the following year. A limited number of unassigned (reserved) parking spots will be held for adult visitors. Additional parking may be found on side streets surrounding Hickman High School. Upon arrival at school, students are to park vehicles, lock them, and immediately go to the commons. Students are discouraged from using their vehicles during their lunch period.

Students who are part-time or who leave school during the day should not drive around the vicinity of the school or congregate in the parking lot. **Students in vocational classes at the Career Center are required to ride district-provided transportation unless specific arrangements have been made with the director of athletics/activities. A letter from the student’s employer may be required if the student needs to drive to the Career Center, then leave and go directly to work.** Transportation to and from the Career Center is provided. Parking at the Career Center is extremely limited and therefore not available to students. Uniformed city police, the School Resource Officer, the parking attendant, and administrators patrol the parking lots and have the authority to address parking situations.

**LOSS OF PARKING PRIVILEGE:** Students who violate Hickman High School policies will face possible towing, fines, or disciplinary consequences.

**PLEASE NOTE** that your parking privilege can be revoked (without refund) for the remainder of the school year in the following situations:

- **ANY SUSPENSION** related to drug or alcohol use, possession, or sale.
- Continued loud music on the lot.
- Failure to display hang tag on mirror.
- Any dangerous driving on the lot.
- A third (3rd) suspension **FOR ANY REASON**
- Multiple disciplinary infractions
- Earning three (3) or more parking tickets.
- Failure to adhere to ANY parking lot rule(s) listed on this page
COUNSELING

Counseling is an integral part of the Columbia Public Schools education program. It is developmental by design and includes sequential activities for grades K-12. It is organized and implemented by certified school counselors with the support of teachers, administrators, students, and parents. The program includes guidance curriculum, individual planning, responsive services, and system support.

The program is designed to address the needs of all students by helping them acquire competencies in career planning and exploration, knowledge of self and others, and educational and vocational development.

Programs on succeeding in high school, college planning, and financial aid are some of the activities held during the school year to assist students in their overall educational program. In addition, a college fair is held in the fall, allowing students and parents to visit with representatives from colleges throughout Missouri and other states.

Students are assigned counselors according to the first letter of their last names. Students are encouraged to visit their counselor throughout the school year. Students may make appointments or come to their assigned counselor during a study hall. Students without a study hall should check with their teacher in advance before missing a class. If, for any reason, the counselor is unavailable, a request form for a conference may be completed and left with the secretary.

A. A+ PROGRAM

In 2002 Hickman High School was officially designated as an A+ School through the Missouri Department of Elementary and Secondary Education. As an A+ School, Hickman will better prepare students to meet the challenges of the 21st century.

Recognizing that the world of work and education are thoroughly intertwined, the A+ Schools Program was created by the Outstanding Schools Act of 1993. The A+ Schools Program is instrumental in achieving student success by developing community partnerships, hands-on-learning, and real-world application of knowledge. Government sources now indicate that 65% of all jobs in this country will require postsecondary education of some sort by the year 2020. Estimates claim that as many as 70% of all new jobs will require the skills and training available through community colleges and/or vocational or technical schools. Students who complete A+ Program requirements are entitled to receive reimbursement for tuition and fees at any public Missouri community college or vocational or technical school.

Hickman’s A+ Program focuses on three core goals:
1. All Hickman High School students will graduate from high school.
2. All Hickman High School students will complete a selection of high school studies that are challenging and have identified learning expectations.
3. All Hickman High School students will proceed from high school graduation to some sort of postsecondary education program or high-wage job with workplace skill development opportunities.

By achieving these goals, we believe that all students will become successful and productive members of the workforce, who are better equipped to meet the challenges of the future.

Students must meet the following requirements to be eligible for the tuition reimbursement:
• Attend an A+ designated high school for three (3) consecutive years prior to graduation.
• Graduate with at least a 95% cumulative attendance record.
• Perform fifty (50) hours of unpaid tutoring in a Columbia Public School program
• Graduate with a cumulative grade point average of 2.5 or higher on a 4.0 scale.
• Maintain good citizenship (not be suspended five (5) days or more total grades 9-12 and avoid the unlawful use of drugs and alcohol).
• Achieve a score of proficient or above on the Algebra 1 End of Course Assessment
• Make a good faith effort to secure federal funding (complete and file the FAFSA).
• Register with Selective Service.

Students may enroll in the A+ Program up to November 1 of their senior year, but must complete all requirements prior to graduation. Contact Kathleen Wells-Morgan, Hickman High School A+ Coordinator, at 214-3028 for more information.

B. ADVANCEMENT VIA INDIVIDUAL DETERMINATION (AVID)

Advancement Via Individual Determination (AVID) is designed to support students who are enrolling in AP and honors coursework for the first time. This AVID elective supports students as they tackle the most rigorous classes. The AVID Curriculum includes an emphasis on writing, inquiry, collaboration and reading. In addition, tutoring is built into the weekly schedule which is provided by college students and other mentors. Students also participate in field trips and hear from guest speakers in order to provide context and application for their studies and encourage career exploration and post-secondary goal-setting. There will be an eligibility verification process for ultimate placement in this course. Contact Whitney Moore at 214-3000 x43136 for information.

C. POST SECONDARY PLANNING

Hickman High School students and parents need to consider the course of study to be taken over the next four (4) years carefully. Courses taken should prepare students for their next step after high school. Most students will select one (1) of the following six (6) options: College or University; Apprenticeships; Community College; On-the-Job Training; Vocational/Technical School; or Military Service.

Within a student’s chosen career path, all of these options are available. Students should examine their motivation, achievement, abilities, and interests as they consider which options would best meet their needs. A variety of activities throughout the high school career will assist students in making post high school plans. Students and parents are encouraged to visit with their assigned counselor to review and discuss these plans.
D. ACT AND SAT DATES
ACT and SAT registration materials are available in your counselor’s office. Pre-registration information is included in these materials. Student and parents are strongly encouraged to review the materials early in the school year and to register early as testing dates fill rapidly. ACT Super Saturday dates are October 12, and January 25. Register in your counselor’s office.

<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Postmark Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>September 14</td>
<td>August 16</td>
</tr>
<tr>
<td>October 26</td>
<td>September 27</td>
</tr>
<tr>
<td>December 14</td>
<td>November 8</td>
</tr>
<tr>
<td>February 8</td>
<td>January 10</td>
</tr>
<tr>
<td>February 25</td>
<td>Free - Required for all Juniors</td>
</tr>
<tr>
<td>April 4</td>
<td>February 29</td>
</tr>
<tr>
<td>June 13</td>
<td>May 8</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Test Date</th>
<th>Registration Deadline (one month earlier)</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 24</td>
<td>July 24</td>
</tr>
<tr>
<td>October 5</td>
<td>September 5</td>
</tr>
<tr>
<td>November 2</td>
<td>October 2</td>
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<tr>
<td>March 14</td>
<td>February 13</td>
</tr>
<tr>
<td>May 2</td>
<td>April 2</td>
</tr>
<tr>
<td>June 6</td>
<td>May 6</td>
</tr>
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</table>

E. ADVANCED PLACEMENT DATES

<table>
<thead>
<tr>
<th>AP Test Date</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 4 - AM</td>
<td>US Government and Politics</td>
</tr>
<tr>
<td>May 4 - PM</td>
<td>Physics C: Mechanics</td>
</tr>
<tr>
<td>May 5 - AM</td>
<td>Calculus AB, Calculus BC</td>
</tr>
<tr>
<td>May 5 - PM</td>
<td>German Language and Culture, Human Geography</td>
</tr>
<tr>
<td>May 6- AM</td>
<td>English Literature and Composition</td>
</tr>
<tr>
<td>May 6 - PM</td>
<td>European History, Physics 2: Algebra Based</td>
</tr>
<tr>
<td>May 7 - AM</td>
<td>Chemistry, Spanish Literature and Culture</td>
</tr>
<tr>
<td>May 7 - PM</td>
<td>Japanese Language and Culture, Physics 1: Algebra-Based</td>
</tr>
<tr>
<td>May 8 - AM</td>
<td>United States History</td>
</tr>
<tr>
<td>May 8 - PM</td>
<td>Art History, Computer Science A</td>
</tr>
<tr>
<td>May 11 - AM</td>
<td>Biology</td>
</tr>
<tr>
<td>May 11 - PM</td>
<td>Chinese Language and Culture, Environmental Science</td>
</tr>
<tr>
<td>May 12 - AM</td>
<td>Seminar, Spanish Language and Culture</td>
</tr>
<tr>
<td>May 12 - PM</td>
<td>Latin, Psychology</td>
</tr>
<tr>
<td>May 13 - AM</td>
<td>English Language and Composition</td>
</tr>
<tr>
<td>May 13 - PM</td>
<td>Microeconomics, Music Theory</td>
</tr>
<tr>
<td>May 14 - AM</td>
<td>Comparative Government and Politics, World History: Modern</td>
</tr>
<tr>
<td>May 14 - PM</td>
<td>Italian Language and Culture, Macroeconomics</td>
</tr>
<tr>
<td>May 15 - AM</td>
<td>Computer Science Principals, French Language and Culture</td>
</tr>
<tr>
<td>May 15 - PM</td>
<td>Statistics</td>
</tr>
</tbody>
</table>

F. SCHOLARSHIPS AND FINANCIAL AID
Hickman students pursuing formal education after graduation are encouraged to explore all possible sources of scholarships and financial aid. Criteria for scholarships (merit-based aid) most often include high academic achievement, high scores on college entrance exams, leadership in school and community activities, and/or a specific talent or skill. Eligibility for need-based financial aid is determined through a federal financial aid application process that assesses the family’s expected financial contribution. If the cost of college exceeds the family’s assessed contribution, then the student is eligible for financial aid.

General information on federal and state programs providing need-based aid, pamphlets, and applications are available in your counselor’s office. A parent/student financial aid seminar provides information on financial sources and filing of federal/state forms. For specific college-based aid, it is always best to contact the financial aid office of the college, university, or vocation-technical school that the student plans to attend. Your student’s counselor will be glad to offer suggestions as needed.

Updates of specific scholarships, including eligibility requirements and deadline dates, will be posted on the Scholarship Bulletin Board on the East side of the building and on the Counseling webpage. Students are advised to review these often. Scholarship applications may be obtained on the Counseling webpage.

G. ENROLLMENT INFORMATION AND COURSE SELECTION
Enrollment for each upcoming school year is conducted in February. Students are given an education and career planning guide from which appropriate courses are chosen. To assist students in their decision-making process, teachers devote one (1) class period to discussing aspects of courses within their individual curricular areas and recommending specific courses for each student. An evening curriculum fair is held during this time to provide students and parents supplemental information about Hickman’s educational program. Students will review their planned course of study with their counselor during individual advisement in March.

Special requests: Student requests for schedule changes are normally not allowed after school starts. Schedule changes this year are difficult as sections are often full. Students with special requests during the school year such as teacher changes, auditing, course withdrawal, semester changes, course completion, or who feel they are misplaced in a course should contact their assigned counselor for specific procedures and policies regarding these special requests.

The administration recognizes that on rare occasions it may be in the student’s best interest to transfer from one teacher to another. However, before any such request can be considered, the following procedures must be followed:
1. A student/parent conference with the teacher to discuss the problem and to develop a plan to resolve the difficulty will occur. Included in the plan should be a two-week trial period for implementation of the plan.
2. A student/parent conference will occur with the department chair if student/parent/teacher conference did not resolve difficulty.
3. A student/parent conference will occur with the student’s counselor, department chair, and teacher seeking to resolve continuing difficulty.
4. The student/parent will secure a recommendation by the department chair/coordinate for transfer.
5. A student/parent conference with the administration regarding the transfer will occur.

Please be aware that, due to class sizes and budget constraints, even if a change would be recommended there is no guarantee that a change can or will be made.
H. COURSE WITHDRAWAL
1. Students had the opportunity to change their course requests prior to the end of school. There will be no student-initiated schedule changes into credit courses once schedule pick up begins.
2. Students may withdraw from a course after the second week and up to the fifth week of the first and second semesters without the course appearing on the transcript. Students withdrawn will be assigned to a study hall.
3. Students withdrawing from a course after the fifth week of the first or second semester will be assigned to a study hall or be placed on part-time status. A notation of “WF” for withdraw/fail will be recorded on the transcript.
4. Parent permission must be obtained before a student may request to withdraw from any course. In unusual situations (such as a prolonged illness), a waiver of the “WF” notation may be considered by the student’s dean, department chair, teacher, and counselor.

I. EEE PROGRAM
At Hickman High School, a resource teacher who is certified in gifted education works with individual needs of students who have been identified as gifted in accordance with state guidelines. The teacher helps students with appropriate high school course selection, college planning, independent study, acceleration, or early college entry. The teacher communicates with classroom teachers regarding the special needs of gifted students. Students are able to enroll in a variety of honors, Advanced Placement, and dual credit courses. These courses are open to students who meet minimum grade-point average requirements.

J. SENIOR PART-TIME ENROLLMENT REGULATIONS
1. Seniors may have part-time hours scheduled consecutively during the AM (morning) or PM (afternoon) blocks only and will not be permitted to remain on school grounds during unscheduled periods unless under the direct supervision of a teacher and there is prior approval of the student’s dean. Seniors may not request part-time during the middle of their day.
2. Seniors participating in any activity sponsored by the Missouri State High School Activities Association must clear part time status with the director for athletics/activities.
3. Hickman High School is not responsible for a senior when the senior is not scheduled for attendance at Hickman.

Criteria for part-time status (by the end of junior year)
• Senior status with 19 or more credits
• GPA of 2.0 or higher
• Good citizenship
• Good attendance

A senior requesting part-time status must fill out a “Request for Part-time Schedule" application during the enrollment process in February. Before part-time special requests will be considered the following documentation must be attached to the application:
1. Letter from the senior’s parent outlining the parent reason for requesting part-time.
And, (if employment is to be considered)
2. Letter from the senior’s employer outlining the hours and days the senior will be working during his/her senior year.

K. SCHEDULE CHANGES
Each student needs to go through both their A day and B day schedule before making an appointment to see their counselor for a schedule change. Class offerings and hiring of teachers is based upon student spring course requests. Many classes are full which will make it difficult to switch classes.

L. HOMEWORK REQUESTS
When it has been determined that it will be necessary for a student to be absent for three (3) or more class days, arrangements can be made for collection of homework assignments by contacting the student’s counselor. One school day must be allowed for teachers to assemble work prior to a guardian picking up the work in the North Office.

M. FINAL EXAMINATIONS
Comprehensive examinations are given at the close of each semester to all students. Examinations are constructed to test for knowledge and retention of major ideas and concepts. The schedule is given to all students, is on the school web site, and is published in SMORE. All classes will schedule some type of final examination. At the principal’s discretion, some examinations may be completed as projects or portfolios.

N. INTERIM PROGRESS REPORTS (IPR) AND GRADE CARDS
Progress reports are distributed to students to share with their families three (3) times each semester. All students should receive IPR’s. The first three (3) IPR’s are distributed on the following dates (see below) to students. Semester grade cards are mailed to each student’s home. Parents or students with questions concerning grades should contact the individual teacher or the student’s counselor to schedule a conference.

<table>
<thead>
<tr>
<th>Grade Reporting Dates</th>
<th>(All dates are subject to change): Before diplomas will be released, all student obligations/fees must be paid.</th>
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<tbody>
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<thead>
<tr>
<th>GRADING SCALE</th>
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</tr>
</thead>
<tbody>
<tr>
<td>A 94-100</td>
<td>B- 80-82                                                                                      D+ 67-69</td>
</tr>
<tr>
<td>A- 90-93</td>
<td>C+ 77-79                                                                                      D 63-66</td>
</tr>
<tr>
<td>B+ 87-89</td>
<td>C 73-76                                                                                    D- 60-62</td>
</tr>
<tr>
<td>B 83-86</td>
<td>C- 70-72                                                                                       F 59-00</td>
</tr>
</tbody>
</table>

O. COUNSELING
Director of Counseling
NORTH OFFICE
Susan Matthews

Counselors:
WEST OFFICE - A-K
Hannah Wren - Last Name A-E
Maria McMahon - Last Name F-K
Dana Carter, Mental Health Specialist

EAST OFFICE - SPECIAL SERVICES (IEP/504)
Liz Gragnani - Special Services
Kathleen Brown, Mental Health Specialist

EAST OFFICE - L-Z
Paige Reed (East Office), Last Name L-Rod
Robin Hogan, (East Office) Last Name Roe - Z
Isaiah Cummings, Mental Health Specialist