Junction City High School
NECC
Student Handbook and Student
2026 – 2027

Approved by Junction City Board of Directors: July 12, 2022

junctioncity.k12.ar.us

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DISTRICT PHILOSOPHY

The philosophy of education for the Junction City School District is to teach students to become useful citizens through knowledge of subject matter, citizenship, and daily activities of the school environment. To accomplish this goal, we believe education should fulfill these parameters:

1. create an atmosphere conducive to learning

2. meet the needs of student—mentally, emotionally, and socially

3. strive to promote continuing development of the mental, emotional, social, and physical growth as the student matures

4. include a curriculum varied enough to encompass the following:

   a. a challenge for each student to attain the fullest of his/her capabilities

   b. a stimulant and an engagement for each student for immediate fulfillment of academic goals.

   c. a stimulant for each student to develop a desire for continued growth of knowledge.

   d. the enablement of each student to pursue his/her unique potentialities.

   e. The instillations in each student a desire to acquire, interpret, evaluate, and communicate ideas.

5. provide opportunities for the student to gain the skills and attitudes which will make them contributing members of the American society.

This philosophy shall be fostered as being the privilege and obligation of every teacher and administrator in the Junction City School District to set the criteria through the curriculum by which every student has the opportunity to make satisfactory transition from one subject to another.

The educational staff of the Junction City School District believes that the schools of this community exist for the benefit of the children. It is further believed that the main task of the schools is to help each student acquire the understandings, skills, ideals, values, and attitudes necessary to achieve the greatest personal

development possible. Although the institution of education is a constant throughout most cultures and societies, the goals, objectives, extent, method, and organization of a given educational system must be necessarily regarded as current and transitory.

While the educational systems of this country are subject to constant pressures and changes, there are threads of continuity which are evident throughout. These are reaffirmed through the public's conception of the schools' being classless, impartial, nonpartisan, and nonsectarian agencies of the state from which all children have the right to receive instruction.

Additionally, public education is viewed as that institution which most contributes to the harmonization of those cultural and societal differences which might otherwise create social conflict and group cleavage. In its broadest sense, the function of education which is an integral part of the total American culture, represents the greatest force for the democratization of this nation's diverse populace; and for this reason, the educational process must reflect the highest ideals in both theory and practice and yet be flexible and cognizant of the inevitability of change.

Furthermore, the members of this district strongly subscribe to the principle that great

care must always be taken to guard against the establishment of to narrow a concept of the aims and purpose of public education as well as the development of attitudes receptive to social stratification and cultural inflexibility. It is a strongly held conviction of the staff and faculty

that the American form of democracy requires that its educational system provide for equality if individual opportunity in accordance with each child's unique capacity, religion, age, sex, geographic location, physical, social, or economic condition.

V I S I O N S T A T E M E N T

All students at Junction City High School will be engaged daily in rigorous learning experiences

that build on students' talents, challenge their skills and understandings, and develop their ability to reason, problem solve, collaborate and communicate. Students will take responsibility for

their own learning and focus their thinking to become productive and contributing members of the school community. Students will be challenged by complex texts and problems, construct viable arguments, and persist until solutions are identified and substantiated. Through these learning experiences, students will be confident in their preparation for success in adulthood, including college and career.

MISSION S T A T E M E N T

While ensuring a safe and caring environment, Junction City High School will provide rigorous

academics and promote strong co-curricular programs.

DISTRICT ADMINISTRATION

Junction City School Administration

Joy Mason	Superintendent	masonj@jcdragons.k12.ar.us	870-899-4041
Kendall Hutcheson	High School Principal	hutchesonk@jcdragons.k12.ar.us	870-899-4049
Vickie Hill	Elementary Principal	hillv@jcdragons.k12.ar.us	870-899-4044
Stacie Cary	Dir. of Special Programs	Carys@jcdragons.k12.ar.us	870-899-4046

Board of Directors:

Jay Green, President Billy Smith, Vice-President
David Barnette, Secretary Paul Kugler Eddie Bryan

NECC:

Shelby Ward	Charter School Dir.	Wards@jcdragons.k12.ar.us	870-924-0104

PURPOSE OF HANDBOOK

This Student Handbook is designed to aid students in better understanding the rules and regulations governing Junction City High School. It is not intended to cover every area regarding the daily operation of the school. If a student has a concern that is not covered in the handbook or needs further explanation of a specific policy, he or she should consult the principal or designee.

The 2026-2027 Handbook was reviewed by faculty, students, and community members. Recommendations for changes were considered by the committee and then presented to the Board of Directors for approval.

At the beginning of each school year, students are provided with a copy of the handbook or with addendums to the handbook. Each student is responsible for providing his/her parents/ guardians with the handbook. Each student is required to return a form indicating the parent's/guardian's receipt of the handbook within five school days from the date the handbook was issued.

In the event a situation arises that is not specifically addressed in the handbook, the administrative team will use due prudence in handling the situation and make a decision based on the welfare of the school as a whole.

Generally, the policies of Junction City High School mirror the policies suggested by the Arkansas School Board Association (ASBA). A complete collection of ASBA policies is available upon request at the District office.

FACULTY 2026-2027

Ball, Devin	Coach, Econ, Life Fitness
Carrier, Caleb	English
Chisholm, Morgan	English, Reading
Crawford, Kelsie	Math
Eckhoff, Calley	ALE
Gray, Margie	FACS
Green, Carie	Business
Griffin, Shambrical	Resource
Hagler, Sarah	Government, History, Cheer, Student Council
Hajistathi, Carmen	Resource
Hanry, Leanna	Math, Yearbook
Harrell, Henry	Physical Ed, Coach
Houldridge, Jordan	Art
Lacobee, Paul	Agri, Golf
Larry, Xairius	Social Studies, Coach
Leopard, Katie	Science
McLelland, Shanna	Media Specialist, NHS
Miller, Deneen	Academic Reading, OC, Literary Intervention
Morphs,Chris	Coach, Career Development
Nathan, Kimberly	Band, Music

Pratt, Melissa	English, Reading
Raines, Jessica	English
Sellers, Colton	Physical Science, Physics, Anatomy, Coach
Sellers, Rachael	Math
Smith, Brad	Dean of Students Athletic Director, World History
Smith, Jack	History, Coach
Smith, Michelle	DLC, Cheer
Smith, Jack	Social Studies, OC, Coach
Weldon, Jordon	Counselor
Wilson, Kenslee	Science

Junction City School District Calendar 2026-2027

August 4-7	Professional Development (24 hours)
August 10	Students' First Day
September 7	Labor Day Holiday
September 9	4 ½ weeks
September 21	Prof. Development (No School for Students)
September 22	Parent Teacher Conferences- Progress Reports
October 9	End of 1st 9 weeks
October 13	Report Cards
October 19-23	Fall Break
November 13	4 ½ weeks
November 17	Progress Reports
November 23-27	Thanksgiving Break
December 18	End of the 2nd 9 weeks (First Semester)
Dec. 21- Jan. 1	Christmas Holiday
January 4	Begin 3rd 9 weeks/Second Semester
January 5	Report Cards
January 15	Prof. Development- No school for students
January 18	Dr. Martin Luther King Jr. Holiday
February 5	4 ½ weeks
February 9	Parent Teacher Conferences- Progress Reports

February 15-19	Presidents Day/Winter Break
March 16	End of 3rd 9 weeks
March 22-26	Spring Break/Good Friday
March 30	Report Cards
April 23	4 ½ weeks
April 27	Progress Reports
May 18	Graduation @ 7pm at the Dragon Arena
May 28	End of 4th 9 weeks (Second Semester)
May 31	Memorial Day
April 29-20	Make-Up Days (if needed)
June 1-3	Make-Up Days (if needed)

2026-2027 HOMEROOMS

7th Grade

A-F	Chisholm
G-L	K. Wilson
M-Z	Larry

8th Grade

A-G	Pratt
H-N	J. Smith
O-Z	Crawford

9th Grade

A-I	Griffin
J-R	Hagler
S-Z	M. Smith

10th Grade

A-G	Leopard
H-P	Houldridge
Q-Z	Hajistathi

11th Grade

A-G	Raines
H-O	Carrier
P-Z	Green

12th Grade

A-J	C. Sellers
K-P	R. Sellers
Q-Z	K. Nathan

2026-2027 Bell Schedule

First Bell	7:41	
First Period	7:45-8:40	55 minutes
Second Period	8:44-9:34	50 minutes
Third Period	9:38-10:28	50 minutes
Fourth Period	10:32-11:22	50 minutes
Fifth Period	11:26-12:16	50 minutes
Jr. High Lunch	*12:16-12:46*	
Sixth Period (Sr. High)	12:20-1:10	45 minutes
Sixth Period (Jr. High)	12:50-1:40	45 minutes
Sr. High Lunch	*1:10-1:40*	
Seventh Period	1:44-2:34	50 minutes
Eighth Period	2:34-3:28	50 minutes

J.C.H.S. ALMA MATER

J. C. High our Alma Mater, to thee a toast we raise

With loyal hearts and open minds, we sing our songs of praise

Her buildings stately 'round us stand, a memory we hold dear

With Love and Hope we make our pledge,

To JUNCTION! Our Alma Mater

STATEMENT OF ASSURANCE EQUAL EDUCATION OPPORTUNITY

In keeping with the guidelines of Title VI, Section 601, Civil Rights Act of

1964, Title IX, Section 901, Educational Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973, the Junction City School District assures that no person shall, on the basis of race, color, national origin, age, sex, or handicap be excluded from participation in, denied the benefits of, or be subjected to discrimination under any program or activity.

Any student who feels that any anti-discrimination laws have been violated is directed to contact the equity coordinator or contact the District office for information on filing a grievance.

STUDENT HANDBOOK POLICY

4.42—STUDENT HANDBOOK

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

Principals shall review all changes to student policies and ensure that such changes are provided to students and parents, either in the Handbook or, if changes are made after the handbook is printed, as an addendum to the handbook. Principals and counselors shall also review Policies 1 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS and the current DESE Standards for Accreditation Rules to ensure that there is no conflict. If a conflict exists, the Principal and/or Counselor shall notify the Superintendent and Curriculum Coordinator immediately, so that corrections may be made and notice of the requirements given to students and parents.

Notes: ASBA recommends making this page a “pocket” page and inserting your student handbook into the pocket.

The DESE Standards Assurance unit has said there has been a problem with some committees making changes out of alignment with board policy which can make them out of alignment with statutory and/or DESE Rules which creates a probationary cite in a Standards review. They suggest districts should make sure Handbook Committees’ changes align with the student board policy changes. We have not changed the policy regarding the resolution of a conflict between a policy and the handbook because that is accepted legal prioritization.

1 The use of the plural “Policies” here is to include all of the 4.45 policies, such as 4.45.1 and following, without having to amend the policy each time the number of graduation policies changes.

Date Adopted: 7/9/2019 Jay Green

Last Revised: 7/9/2024 Board President

SECTION ONE - RESIDENCY, ENROLLMENT, AND ATTENDANCE

1.1—RESIDENCE REQUIREMENTS

Definitions

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

1\. Supervision by the person’s parent or legal guardian; and

2\. Formal legal approval.

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

“Resident” means a student whose parents, legal guardians, persons having lawful control of the student, or

persons standing in loco parentis reside in the school district.

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

The schools of the district shall be open and free through the completion of the secondary program to all

persons between the ages of five (5) and twenty-one (21) years whose parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis reside within the District 1 and to all persons between those ages who have been legally transferred to the District for educational purposes.

Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her

parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis for

school attendance purposes.

In order for a person under the age of eighteen (18) years to establish a residence for the purpose of attending the District’s schools separate and apart from his or her parent, legal guardian, person having lawful control of the student, or a person standing in loco parentis, the student is required to reside in the district for a primary purpose other than that of school attendance; however, a student previously enrolled in the district whose parents move the student into another district or who is placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty may continue to attend district schools.

2\. A foster child who was previously enrolled in a District school and who has had a change in

placement to a residence outside the district, may continue to remain enrolled in his/her current school unless the presiding court rules otherwise.

3\. Under instances prescribed in A.C.A. § 6-18-203, a child or ward of an employee of the district or of the education coop to which the district belongs may enroll in the district even though the employee and the employee's child or ward reside outside the district.

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

Notes: 1 Residency requirements of homeless students is governed by policy 1.40—HOMELESS STUDENTS. Residency requirements governing foster children are governed by policy.

1.52—STUDENTS WHO ARE FOSTER CHILDREN. If a student's primary residence is on an

undivided tract of land that is located partially in one (1) school district and partially in another school district or the student's principal place of residence is located partially in one (1) school district and partially in another school district, then the student shall be eligible to attend the school in either of the school districts in which the tract of land or principal place of residence is located regardless of the location of the home on the property.

2 The Interstate Compact on Educational Opportunity for Military Children and the ARKANSAS MILITARY CHILD SCHOOL TRANSITIONS ACT OF 2021 are the sources for this sentence. It is codified at A.C.A. § 6-4-302 and 6-28-108. The language allowing any student who moves from one district into another district to continue to attend the original district comes from A.C.A. § 6-18-203.

3 This is a provision of A.C.A. § 9-28-113(a) and (b).

4 Rather than duplicate the law on the attendance of children of employees who reside outside of the district into the policy which would make for a long policy affecting a relatively small number of students, we suggest you consult A.C.A. § 6-18-203 and have a copy handy for affected employees or potential employees.

Cross References: Policy 1.40—HOMELESS STUDENTS

Policy 1.52—STUDENTS WHO ARE FOSTER CHILDREN

1.2—ENTRANCE REQUIREMENTS

To enroll in a school in the District, the child must:

1. Be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS);
2. Meet the criteria outlined in Policy:

- 4.40—HOMELESS STUDENTS; or

- 4.52—STUDENTS WHO ARE FOSTER CHILDREN;

3. Be accepted as a transfer student under the provisions of policy 4.4; or
4. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.

A student may enter kindergarten if the student:

- Meets one of the requirements for school attendance of A through D above; and
- Falls under one of the following:

* Will attain the age of five (5) on or before August 1 of the year in which the student is seeking initial enrollment; or
* Has been enrolled in a state-accredited or state-approved kindergarten program in another state for at least sixty (60) days and:

- Will become five (5) years old during the year in which the student is enrolled in kindergarten; and
- Submits a written request for enrollment to the District; or

* Was enrolled in a state-accredited or state-approved kindergarten program in another state or in a kindergarten program equivalent in another country and:

- Becomes a resident of this state as a direct result of active military orders or a court-ordered change of custody;
- Will become five (5) years of age during the year in which the student is enrolled in kindergarten; and
- Submits a written request for enrollment to the District.

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

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

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

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

The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or the student's parent or legal guardian presenting for enrollment.**1**

Prior to the child's admission to a District school:**2**

1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's social security number, or if they request, the district will assign the child a nine (9) digit number designated by the Division of Elementary and Secondary education.
2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:

1) A birth certificate;
2) A statement by the local registrar or a county recorder certifying the child's date of birth;
3) An attested baptismal certificate;
4) A passport;

1. An affidavit of the date and place of birth by the child's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis;
2. United States military identification; or
3. Previous school records.

3) The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.**3**
4) In accordance with Policy 4.57—IMMUNIZATIONS, the child shall be age appropriately immunized or have an exemption issued by the Arkansas Department of Health.

Uniformed Services Member's Children

For the purposes of this policy:

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

“Active duty”**4** means full-time duty status in the active, uniformed services of the United States, including without limitation members of The National Guard and Reserve on active-duty orders under 10 U.S.C. chapters 1209 and 1211 or 42 U.S.C. § 204.

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

"Dual status military technician" means a federal civilian employee who is:

1. Employed under 5 U.S.C. § 3101 or 32 U.S.C. § 709(b);
2. Required as a condition of his or her employment to maintain membership in the Selected Reserve; and
3. Assigned to a civilian position as a technician in the organizing, administering, instructing, or training of the Selected Reserve or in the maintenance and repair of supplies or equipment issued to the Selected Reserve of the United States Armed Forces.

“Eligible child” means the children of:

- Active-duty members of the uniformed services;
- Members of the active and activated reserve components of the uniformed services;
- Veterans of the uniformed services who are injured in the line of duty and medically separated or retired;
- Members of the uniformed services who die on active duty or as a result of injuries sustained on active duty;
- Dual status military technicians; and
- Traditional members of the National Guard and reserve components of the armed forces who are relocating to the state for employment or to serve as a member of an Arkansas-based reserve component unit.

"Traditional member of the National Guard or federal reserves" means an active member of the Selected Reserve subject to mobilization and deployment for which the member attends monthly and annual training periods.

“Transition” means the:

- Formal and physical process of transitioning from public school to public school; or
- Period of time in which a student moves from a sending district to a receiving district.

“Uniformed services”**4** means the United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, United States Coast Guard, the National Oceanic and Atmospheric Administration Commissioned Officer Corps, the United States Commissioned Corps of the Public Health Services, and the state and federal reserve components of each of these bodies.

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

The superintendent shall designate an individual as the District’s military education coordinator, who shall serve as the primary point of contact for an eligible child and for the eligible child’s parent, legal guardian, person having lawful control of the eligible child, or person standing in loco parentis. The individual the superintendent designates as the District’s military education coordinator shall possess specialized knowledge regarding the educational needs and unique challenges faced by children of uniformed services families.**5**

An eligible child as defined in this policy shall:

1. Be allowed to continue the student’s enrollment at the grade level commensurate with the student’s grade level the student was in at the time of transition from the student’s previous school, regardless of age;
2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in the student’s previous school;
3. Enter the District's school on the validated level from the student’s previous accredited school when transferring into the District after the start of the school year;
4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in the student’s previous school to the extent that space is available. This does not prohibit the District from performing subsequent evaluations to ensure appropriate placement and continued enrollment of the student in the courses/and/or programs;
5. Be provided services comparable to those the student with disabilities received in the student’s previous school based on the student’s previous Individualized Education Program (IEP). This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;
6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or Title II Plan, necessary to provide the student with equal access to education. This does not preclude the District school from performing subsequent evaluations to ensure appropriate placement of the student;

7. Be enrolled by an individual who has been given the special power of attorney for the student's guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
8. Be eligible to continue attending District schools if the student has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

Following the receipt of advanced notice and an enrollment application of an eligible student from a military family, the District shall:

- Provisionally enroll, provide placement for, and enter academic course requests on behalf of the incoming student based on the student's education record provided by the student's family or the sending district;
- Provide the uniformed services family with information regarding:**6**

1. Career-ready pathways and other academic or education programs offered;
2. Required academic courses for each curriculum and elective course options;
3. School and community-sponsored extracurricular activities, including without limitation individual and team sports, clubs, junior reserve officer training corps opportunities, and Purple Star School program ambassadors; and
4. Contact information for the designated military family education coordinator and the Purple Star School program military family education facilitator, if applicable; and
5. Other relevant information regarding the District.

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

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

The District shall not deny the enrollment of a Uniformed Service Member dependent unless the District has reached the maximum student-to-teacher ratio allowed under federal law; state law; the Standards for Accreditation for Public Schools and School Districts; state rules; or other applicable federal regulations, and the District timely notifies the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the lack of capacity.

The District shall notify a prospective student's family in writing regarding whether the student's enrollment has been accepted or rejected within fifteen (15) calendar days of receiving the student's enrollment application and supporting documentation.

To facilitate a smooth transition between the student's previous coursework and the curriculum best suited to ensure educational success in the student's new school, the District may enroll an inbound transitioning eligible student in digital coursework, if available, at the request of the military family.

The District may request a waiver from the State Board as necessary to accommodate an eligible student.

International Exchange Students

"Host family" means the individual or family with whom an international exchange student is placed by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq.

"International exchange student" means a student who is placed with a host family by an international student exchange visitor placement organization under the International Student Exchange Visitor Placement Organization Registration Act, § 6-18-1701 et seq.

Before an international exchange student may attend a District school, the District requires all international student exchange visitor placement organizations that are placing international exchange students within the District to:

- Be certified by the Council on Standards for International Educational Travel;
- Provide documented proof of the international exchange student's English proficiency; and
- Notify the District at least three (3) weeks before the beginning of the academic semester the international exchange student plans to enroll in the District.

The District shall admit for enrollment and attendance an international exchange student who has been placed with a host family who resides within the District boundaries. The international exchange student shall attend the school in the District based on the attendance zone where the host family resides.**7**

Upon an international exchange student’s arrival, the international exchange student may be required to submit to quarantine to prevent the spread of infectious diseases as may be necessary, which shall not exceed seven (7) days unless otherwise recommended by the Arkansas Department of Health or the Centers for Disease Control and Prevention.

International exchange students are expected to follow the District handbook and student code of conduct as the District has the authority to expel a student for violations of the school district's written student discipline policies or if the international exchange student presents a danger to the District’s students or employees.

Statewide assessment results achieved by an international exchange student enrolled in the District shall be included in the District’s results on the statewide assessments.**8**

The District shall provide English-language services to international exchange students as necessary.**9**

IMMUNIZATIONS

Definitions

“In process” means the student has received at least one dose of the required immunizations and is waiting the minimum time interval to receive the additional dose(s).

“Serologic testing” refers to a medical procedure used to determine an individual’s immunity to Hepatitis B, Measles, Mumps, Rubella and Varicella.

General Requirements

Unless otherwise provided by law or this policy, no student shall be admitted to attend classes in the District who has not been age appropriately immunized against**1**:

- Poliomyelitis;
- Diphtheria;
- Tetanus;
- Pertussis;
- Red (rubeola) measles;
- Rubella;
- Mumps;
- Hepatitis A;
- Hepatitis B;
- Meningococcal disease;
- Varicella (chickenpox); and
- Any other immunization required by the Arkansas Department of Health (ADH).

The District administration has the responsibility to evaluate the immunization status of District students. The District shall maintain a list of all students who are not fully age appropriately immunized or who have an exemption provided by ADH to the immunization requirements based on medical, religious, or philosophical grounds. Students who are not fully age appropriately immunized when seeking admittance shall be referred to a medical authority for consultation.

The only types of proof of immunization the District will accept are immunization records provided by a:

1. Licensed physician;
2. Health department;
3. Military service; or
4. Official record from another educational institution in Arkansas.; or
5. An immunization record printed off of the statewide immunization registry with the Official Seal of the State of Arkansas.

The proof of immunization must include the vaccine type and dates of vaccine administration. Documents stating “up-to-date”, “complete”, “adequate”, and the like will not be accepted as proof of immunization. No self or parental history of varicella disease will be accepted as a history of varicella disease must be documented by a licensed physician, advanced practice nurse, doctor of osteopathy, or physician assistant. Valid proof of immunization and of immunity based on serological testing shall be entered into the student’s record.

In order to continue attending classes in the District, the student must have submitted:

1. Proof of immunization showing the student to be fully age appropriately vaccinated;

2. Written documentation by a public health nurse or private physician of proof the student is in process of being age appropriately immunized, which includes a schedule of the student's next immunization;
3. A copy of a letter from ADH indicating immunity based on serologic testing; and/or
4. A copy of the letter from ADH exempting the student from the immunization requirements for the current school year, or a copy of the application for an exemption for the current school year if the exemption letter has not yet arrived.

Students whose immunization records or serology results are lost or unavailable are required to receive all age-appropriate vaccinations or submit number 4 above.

Temporary Admittance

While students who are not fully age appropriately immunized or have not yet submitted an immunization waiver may be enrolled to attend school, such students shall be allowed to attend school on a temporary basis only. Students admitted on a temporary basis may be admitted for a maximum of thirty (30) days (or until October 1st of the current school year for the tetanus, diphtheria, pertussis, and meningococcal vaccinations required at ages eleven (11) and sixteen (16) respectively if October 1st is later in the current school year than the thirty (30) days following the student's admittance). No student shall be withdrawn and readmitted in order to extend the thirty (30) day period. Students may be allowed to continue attending beyond the thirty (30) day period if the student submits a copy of either number 2 or number 4 above.

Students who are in process shall be required to adhere to the submitted schedule. Failure of the student to submit written documentation from a public health nurse or private physician demonstrating the student received the vaccinations set forth in the schedule may lead to the revocation of the student's temporary admittance; such students shall be excluded from school until the documentation is provided.

The District will not accept copies of applications requesting an exemption for the current school year that are older than two (2) weeks based on the date on the application. Students who submit a copy of an application to receive an exemption from the immunization requirements for the current year to gain temporary admittance have thirty (30) days from the admission date to submit either a letter from ADH granting the exemption or documentation demonstrating the student is in process and a copy of the immunization schedule. Failure to submit the necessary documentation by the close of the thirty (30) days will result in the student being excluded until the documentation is submitted.

Exclusion From School

In the event of an outbreak, students who are not fully age appropriately immunized, are in process, or are exempt from the immunization requirements may be required to be excluded from school in order to protect the student. ADH shall determine if it is necessary for students to be excluded in the event of an outbreak. Students may be excluded for no fewer than twenty-one (21) days or even longer depending on the outbreak. No student excluded due to an outbreak shall be allowed to return to school until the District receives approval from ADH.

Students who are excluded from school are not eligible to receive homebound instruction unless the excluded student had a pre-existing IEP or 504 Plan and the IEP/504 team determines homebound instruction to be in the best interest of the student. To the extent possible, the student's teacher(s) shall place in the principal's office a copy of the student's assignments:

- for the remainder of the week by the end of the initial school day of the student's exclusion; and
- by the end of each school's calendar week for the upcoming week until the student returns to school.

It is the responsibility of the student or the student's parent/legal guardian to make sure that the student's assignments are collected.

Students excluded from school shall have five (5) school days from the day the student returns to school to submit any homework and to make up any examinations. State mandated assessments are not included in "examinations" and the District has no control over administering state mandated make-up assessments outside of the state's schedule. Students shall receive a grade of zero for any assignment or examination not completed or submitted on time.**3**

Annually by December 1, the District shall create, maintain, and post to the District's website a report that includes the following for each disease requiring an immunization under this policy:

- The number of students in the District that were granted an exemption by the Department of Health from an immunization;
- The percentage of students in the District that were granted an exemption by the Department of Health from an immunization;

* The number of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH;
* The percentage of students within the District who have failed to provide to the public school proof of the vaccinations required and have not obtained an exemption from ADH; and

- The percentage of a population that must receive an immunization for herd immunity to exist.

1.3 COMPULSORY ATTENDANCE REQUIREMENTS

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

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

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

1.4 STUDENT TRANSFERS

Transfer applications received by the District shall be placed on the Board's next meeting agenda.**1** At least five (5) days before the meeting where the transfer application appears on the agenda, the superintendent shall notify the Board regarding:

- All transfer applications received since the last meeting; and
- The superintendent's recommendation concerning each transfer application.

Each transfer application shall be considered individually and receive a separate vote by the Board. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to a student who submits a transfer application shall be given at least five (5) minutes to present the student's case for a transfer to the Board.

The Board may reject a nonresident's application for admission if its acceptance would necessitate the addition of staff or classrooms; exceed the capacity of a program, class, grade level, or school building; or cause the District to provide educational services not currently provided in the affected school.**2** The District shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.

If the superintendent intends to recommend the Board deny the transfer application, the superintendent shall provide a written explanation of the reasons for the recommendation to the Board and the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student who submitted a transfer application that was rejected may appeal the decision of the Board to the State Board of Education.

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

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

Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.**3**

Except as otherwise required or permitted by law,**4** the responsibility for transportation of any nonresident student admitted to a school in this District shall be borne by the student or the student's parents. The District and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the District, or both.

Notes: **1** Applications are required to be placed at the earliest meeting following their receipt, whether that is the next regularly scheduled meeting or a special board meeting.

2Your application of "capacity" should be consistent in order to avoid potential exposure to liability for unlawful discrimination against individuals with disabilities. For example, you should not choose to accept a student who requires no special services, but would require you to add an additional elementary teacher, but refuse to accept a student with a disability because it would require you to add an additional special education teacher.

3 A.C.A. § 6-18-510 requires that districts adopt this policy language, or similar, **AND** provide a hearing before the board for the student seeking to enroll in the district while currently serving an expulsion from another district in order for the district to exclude the student until the expiration of the student's expulsion. Districts who do not include this policy language, or similar, **AND** provide the hearing before the board may **NOT** prohibit the enrollment of a student who is currently serving an expulsion from another district.

4 A.C.A. § 9-28-113(b)(4) encourages districts to arrange for transportation for foster children who have had a change in placement to a new school, but have been kept in their previous school by a DHS or court ruling. The statute's language would permit the change in placement to be in a different district and the policy language would allow the district to arrange for the transportation at district expense.

1.5 SCHOOL CHOICE AND OTHER INTER-DISTRICT TRANSFERS

Definitions

"Lack of capacity" means, based on the maximum student to teacher ratio allowed under federal law; state law; the Rules Governing the Standards for Accreditation for Arkansas Public Schools and School Districts; state rules; or other applicable federal regulations, that ninety-five percent (95%) or more of the seats at the grade level in which the student would be assigned at the nonresident school are filled on the date the school choice application is made.

"Sibling" means each of two (2) or more children having a parent in common by blood, adoption, marriage, or foster care.

Standard School Choice

Transfers into the District

Capacity Determination and Public Pronouncement

The Board of Directors will annually adopt a resolution containing the capacity standards for the District. The resolution will contain the acceptance determination criteria identified by academic program, class, grade level, and individual school. The school is not obligated to add any teachers, other staff, or classrooms to accommodate choice applications. The District may only deny a Standard School Choice application if the District or school has a lack of capacity.1

The District shall advertise in appropriate broadcast media and either print media or on the internet to inform students and parents in the District and adjoining districts of the range of possible openings available under the School Choice program. The public pronouncements shall state the application deadline; the requirements and procedures for participation in the program; and include contact information for the primary point of contact at the District for school choice questions. Such pronouncements shall be made no later than January 1.**2**

Application Process

The student's parent shall submit a school choice application on a form approved by DESE to:

- This District and the student's resident district for students transferring into the District; or
- Only this District for students transferring to another school within the District.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, the transfer application must be postmarked, emailed, or hand delivered between January 1 and June 1. The District shall date and time stamp all applications the District receives as both the resident and nonresident district as they are received in the District's central office. Except for applications from students who are transferring under Uniformed Service Member Dependent School Choice, applications postmarked, emailed, or hand delivered on or after June 2 will not be accepted. Statutorily, preference is required to be given to siblings of students who are already enrolled in the District. Therefore, siblings whose applications fit the capacity standards approved by the Board of Directors may be approved ahead of an otherwise qualified non-sibling applicant who submitted an earlier application as identified by the application's date and time stamp.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, no earlier than January 1 of each year, the Superintendent will consider all properly submitted applications for School Choice. By no later than the fifteenth (15th) calendar day following the receipt of an application, the Superintendent shall notify the following, in writing, of the decision to accept or reject the application:

- For transfers within the District, the student’s parent; or
- For transfers into the District, the student’s parent and the student’s resident district.

Accepted Applications

Applications which fit within the District's stated capacity standards shall be provisionally accepted in writing. A student’s acceptance shall be effective on the earlier of:

1. The day the District provides notification to the student of the student's acceptance; or
2. The day the State Board grants an appeal of the student's application.

The written notice of acceptance shall inform the student that the student has ten (10) school days**3** from when the notice is received to either:

1. Enroll in the district or in the other District school; or
2. Inform the district that the student intends to enroll in the district or the other District school at the start of the next school year.

The acceptance shall be null and void if the student fails to enroll within the ten (10) school day period or fails to inform the district within the ten (10) school day period of the student's intent to transfer at the start of the next school year.**3**

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

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

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

Rejected Applications

The District may reject an application for a transfer into or within the District under Standard School Choice due to a lack of capacity. The District shall use the date and time stamp the District placed on a student's application to determine when the District has reached capacity. A student's application shall be used to determine capacity regardless of whether the student intends to transfer immediately or at the start of the next school year.

The decision to accept or reject an application shall not be based on the student's previous academic achievement; athletic or other extracurricular ability; English proficiency level; or previous disciplinary proceedings other than a current expulsion.**4**

An application may be provisionally rejected if it is for an opening that was included in the District's capacity resolution, but was provisionally filled by an earlier applicant. A provisionally rejected applicant could be provisionally approved and would have to meet the acceptance requirements to be eligible to enroll in the District or another district school if:

- A provisionally approved applicant subsequently does not enroll in the District;
- A provisionally approved applicant subsequently does not enroll in the District school the District student was seeking to transfer to; or
- A District student submits a school choice application to transfer to another district or another school within the District.

The superintendent shall notify the previously provisionally rejected student within fifteen (15) days of the change in status and shall provide notice of all final rejections by July 1.

Rejection of applications shall be in writing and shall state the reason(s) for the rejection. Unless the student’s application was rejected due to the application not being timely received by the student’s resident district only for transfers within the District or both the resident and nonresident districts for transfers into the District or another district, a student whose application was rejected may request a hearing before the State Board of Education to reconsider the application. The request for a hearing must be submitted in writing to the State Board within ten (10) days of receiving the rejection letter from the District.

Transfers Out of the District

All Standard School Choice applications for transfers out of the District shall be granted.

Annual Reporting

The District shall report annually to the Secretary of the Department of Education:

- The number of transfer applications received;
- The number of applications accepted;
- The number of applications rejected; and
- The reason(s) for each rejection.

Facilities Distress School Choice Applications

There are a few exceptions from the provisions of the rest of this policy that govern choice transfers triggered by facilities distress. Any student attending a school district that has been identified as being in facilities distress may transfer under the provisions of this policy, but with the following four (4) differences:

- The receiving district cannot be in facilities distress;
- The transfer is only available for the duration of the time the student's resident district remains in facilities distress;
- The student is not required to meet the June 1 application deadline; and
- The student's resident district is responsible for the cost of transporting the student to this District's school.

Opportunity School Choice

Transfers Into the District

Unless there is a lack of capacity1 at the District's school or the transfer conflicts with the provisions of a federal desegregation order applicable to the District, a student may transfer from the student's resident district into the District if:

- Either:

* The student's resident district has been classified by the state board as in need of Level 5 — intensive support; or
* The student's assigned school has a rating of "F"; and

- Except for students who are transferring under Uniformed Service Member Dependents School Choice, the student's parent, guardian, or the student if the student is over eighteen (18) years of age has submitted an application of the student's request to transfer by no earlier than January 1 and no later than June 1 of the school year before the school year the student intends to transfer to the District for students transferring within the District or both the sending and receiving school districts for students that are transferring into the District.

Except for students who are transferring under Uniformed Service Members Dependent School Choice or seeking to transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, and the student's resident district whether the Opportunity School Choice application has been accepted or rejected by no later than July 1 of the school year the student is seeking to enroll. If the student is seeking a transfer within the District, the Superintendent shall notify in writing the parent or guardian, or the student if the student is over eighteen (18) years of age, whether the Opportunity School Choice application has been accepted or rejected within fifteen (15) days from receipt of the student's application. The notification shall be sent via First-Class Mail to the address on the application.

If the application is accepted, the notification letter shall state the deadline by which the student must enroll in the receiving school or the transfer will be null and void.

If the District rejects the application, the District shall state in the notification letter the specific reasons for the rejection.**5** Unless the student's application was rejected due to the application not being timely received by the District for students transferring within the District or both the resident and nonresident districts for students that are transferring into the District, a parent or guardian, or the student if the student is over eighteen (18) years of age, may appeal the District's decision to deny the application to the State Board of Education. The appeal must be in writing to the State Board of Education via hand delivery or certified mail, return receipt requested, no later than ten (10) calendar days, excluding weekends and legal holidays, after the notice of rejection was received from the District.

Except for students who are transferring under Uniformed Service Member Dependent School Choice, a student's transfer under Opportunity School choice is effective at the beginning of the next school year and the student's enrollment is irrevocable for the duration of the school year and is renewable until the student completes high school or is beyond the legal age of enrollment. This provision for continuing eligibility under

Opportunity School Choice does not negate the student's right to apply for transfer to a district other than the student's assigned school or resident district under the Standard School Choice provisions of this policy.

The District may, but is not obligated to, provide transportation to and from the transferring district.6

Transfers out of the District

If a District school receives a rating of “F” or the District has been classified by the State Board as in need of Level 5 Intensive Support, the District shall timely notify parents, guardians, or students, if over eighteen (18) years of age, as soon as practicable after the school or district designation is made of all options available under Opportunity School Choice. The District shall offer the parent or guardian, or the student if the student is over eighteen (18) years of age, an opportunity to submit an application to enroll the student in:

1. A school district that has not been classified by the State Board as in need of Level 5 Intensive Support; or
2. If there is more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of “F”, a public school within the District that is nearest to the student’s legal residence that does not have a rating of “F”; or
3. If there is not more than one school within the District covering the grade level of the student seeking to transfer that does not have a rating of “F”, a public school that does not have a rating of “F” within a School district that has not been classified by the State Board as in need of Level 5 Intensive Support.

Additionally, the District shall request public service announcements to be made over the broadcast media and in the print media at such times and in such a manner as to inform parents or guardians of students in adjoining districts of the availability of the program, the application deadline, and the requirements and procedure for nonresident students to participate in the program.**7**

Uniformed Service Member Dependent School Choice

"Uniformed service member" means an active or reserve component member of the:

- United States Army, United States Navy, United States Air Force, United States Marine Corps, United States Space Force, or United States Coast Guard;
- National Oceanic and Atmospheric Administration Commissioned Officer Corps; or
- United States Commissioned Corps of the Public Health Service.

"Uniformed service veteran" means a former uniformed service member who has been discharged under conditions other than dishonorable.

A student shall be eligible for school choice under Uniformed Service Member Dependent School Choice if the student is a dependent of a:

- Uniformed service member in full-time active-duty status;
- Surviving spouse of a uniformed service member;
- Reserve component uniformed service member during the period six (6) months before until six (6) months after a Title 10, Title 32, or state active-duty mobilization and service; or

- Uniformed service veteran who is returning to civilian status at the conclusion of the uniformed service veteran's active-duty status.

A student's parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to the student shall submit a school choice application by mail, e-mail, or in person to the student's resident district only for transfers within the District or to both the student's nonresident district and resident district. The application shall be accompanied by:

1. A copy of the identification card of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis that qualifies the student under Uniformed Service Member Dependent School Choice; and
2. A copy of the official orders, assignment notification, or notice of mobilization of the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis.

The application deadline required under Standard School Choice and Opportunity School Choice shall not apply to uniformed service member dependents.

The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis of the student shall be notified in writing whether the student's application has been accepted or rejected within fifteen (15) days of the receipt of the application by:

1. The District superintendent for students transferring within the District; or
2. The superintendent of the nonresident district for student's transferring to a nonresident district.

A student's transfer under the Uniformed Services Member Dependent School Choice is effective immediately upon the written notification of an acceptance.

A student shall be permitted only one (1) school transfer per academic year.

The parent, legal guardian, person having lawful control of a student, or person standing in loco parentis to a student shall be responsible for transportation of the student.

Unsafe School Choice Program

Any student that becomes the victim of a violent criminal offense while in or on the grounds of a District school or who is attending a school classified by DESE as a persistently dangerous public school shall be allowed to attend a safe public school within the District.

1.5F—SCHOOL CHOICE CAPACITY RESOLUTION

Whereas:

- The Board of Directors of the Junction City School District has approved by a vote of the Board, the following capacity resolution for school choice applicants for the 2026-27 school choice cycle under the provisions of policy 4.5—SCHOOL CHOICE and applicable Arkansas law.

- Applicants, whose applications meet the provisions of policy 4.5—SCHOOL CHOICE, will be sent a provisional acceptance notification letter which will give instructions on the necessary steps and timelines to enroll in the District or a District school other than the student's assigned school. Provisional acceptance shall be determined, and notice provided, within fifteen (15) calendar days and shall be based on the district's available capacity for each academic program, class, grade level, and individual school. While provisional rejections shall be provided within fifteen (15) days of the receipt of the school choice application, the District shall finalize all rejections by July 1 to account for any changes in capacity between the day the application is received and the end of the school year.

- Applications will not be accepted if the applications:

* Are received, electronically timestamped, or postmarked before January 1, unless the application is from a student who is transferring under Uniformed Service Member Dependent School Choice;
* Are received, electronically timestamped, or postmarked after June 1, unless the application is postmarked before June 1 or is from a student who is transferring under Uniformed Service Member Dependent School Choice;
* Are from a student whose resident district has been determined by the Division of Elementary and Secondary Education to be exempt due to an existing desegregation order; or
* The student is transferring under Uniformed Service Member Dependent School Choice and the application is not accompanied by relevant documentation.

- The district reserves to itself the ability to determine, based on an examination of student records obtained from the student's assigned school or the student's prior district, and other information, whether any student would require a different class, course or courses, program of instruction, or special services than originally applied for. If such an examination determines that capacity has been reached in the appropriate class, course or program of instruction, or that additional teaching staff would have to be hired for the applicant, the District shall rescind the original provisional acceptance letter and deny the Choice transfer for that student.

- The district reserves to itself the ability to decline to accept under school choice any student whose acceptance would require the district to add additional staff to exceed the maximum student to teacher ratio in any of the District's current grade, program, or building capacity.

THEREFORE, let it be resolved that these shall constitute the School Choice openings at the beginning of the School Choice enrollment period for the 2026-27 school choice cycle:

___

____ Your child's resident district has been determined by the Division of Elementary and Secondary Education to be exempt from the provisions of the School Choice Law due to it being under an enforceable desegregation order/plan.

____ Your child does not meet the openings identified for the coming school year identified in the Board of Directors Resolution adopted on *insert date* due to the District having a lack of capacity by having reached at least ninety-five percent (95%) of the maximum teacher-to-student ratio in your student's grade, program, or building that is allowed under the Standards for Accreditation; State law and rules; or Federal law and regulations.

As noted in your original application, you have ten (10) days from receipt of this notice in which to submit a written appeal of this decision to the State Board of Education.

Respectfully,

Insert name

Insert position/title

1.6 HOMESCHOOLING

Enrollment in Home School

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

1. At the beginning of each school year, but no later than August 15;

2) Five (5) school days prior to withdrawing the child (provided the student is not currently under disciplinary action for violation of any written school policy, including, but not limited to, excessive absences) and at the beginning of each school year thereafter; or
3) Within thirty (30) calendar days of the parent or legal guardian establishing residency within the district during the school year.

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

- Electronically, including without limitation by:

* Use of the Division of Elementary and Secondary Education's (DESE) online system;
* Email;
* Facsimile;

- By mail; or
- In person.

The notice shall include:

1. The name, sex, date of birth, grade level, and the name and address of the school last attended, if any;
2. The mailing address and telephone number of the home school;
3. The name of the parent or legal guardian providing the home school;
4. Indicate if the home-schooled student intends to participate in extracurricular activities during the school year;
5. A statement of whether the home-schooled student plans to seek a high school equivalency diploma during the current school year

6) A statement that the parent or legal guardian agrees that the parent or legal guardian is responsible for the education of their children during the time the parents or legal guardians choose to homeschool; and
7) A signature of the parent or legal guardian.

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

A student who has been temporarily issued items, resources, supplies, materials, or other property belonging to the District is eligible for enrollment in a home school during the school year after:

- The items, resources, supplies, materials, or other property belonging to the District have been returned to the District;
- The items, resources, supplies, materials, or other property belonging to the District have been paid for; or
- The semester has ended.

The superintendent or the board of directors may waive the required five (5) school day waiting period for a student's enrollment in home school during a semester if the superintendent or the board of directors is satisfied with the return of temporarily issued items, resources, supplies, materials, or other District property.

Enrollment or Re-Enrollment in Public School

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

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

* Curricula used in the home school;
* Tests taken and lessons completed by the home-schooled student; and
* Other indicators of the home-schooled student's academic progress.

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

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

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

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

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

6. Scholarships.

1.7 ABSENCES

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

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

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

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons:

1. The student's illness or when attendance could jeopardize the health of other students. A maximum of six (6) such days are allowed per semester unless the condition(s) causing such absences is of a chronic or recurring nature, is medically documented, and approved by the principal.
2. Death or serious illness in their immediate family;
3. Observance of recognized holidays observed by the student's faith;
4. Attendance at an appointment with a government agency;
5. Attendance at a medical appointment;
6. Exceptional circumstances with prior approval of the principal;
7. Participation in an FFA, FHA, or 4-H sanctioned activity;**1**
8. Participation in the election poll workers program for high school students;
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee;
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12);
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date;**2**
12. Absences due to conditions related to pregnancy or parenting, including without limitation:

- Labor, delivery, and recovery;
- Prenatal and postnatal medical appointments and other medically necessary, pregnancy-related absences;
- The illness or medical appointment of a child belonging to a parent who is enrolled at a District school;
- A legal appointment related to pregnancy or parenting, including without limitation:

* Adoption;
* Custody; and
* Visitation;

- A reasonable amount of time to accommodate a lactating student's need to express breast milk or to breastfeed the student's child on the District's campus; and
- At least ten (10) school days of absences for both a parenting mother and a parenting father after the birth of a child.**3**

13. Absences for a student who is the child of a fallen service member or fallen first responder:

- Due to a mental health concern; or
- To attend an event from a sponsoring organization that provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency.

14. Upon the written consent of a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student, the District shall grant an excused absence for the following purposes:

- Social or public policy advocacy; or
- Attempts to influence legislation or other governmental policy-making at the local, state, or federal level.

Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.**4**

Up to one (1) time during each scheduled election, a student shall not be considered absent from school for the time the student accompanies the student's parent when the parent is exercising the parent's right to vote in a scheduled election.

In order for the absence to be considered excused, the student must:

1. Bring a written statement to the principal or designee upon the student's return to school from the student's parent, legal guardian, or treating physician stating the reason for the student's absence;
2. If the student is attending the District's courses digitally, upload a written statement from the student's parent, legal guardian, or treating physician stating the reason for the student's absence through the District's digital course management platform for review by the principal or designee;
3. Provide documentation as proof of a student's participation in an activity or program scheduled and approved by the 4-H program that is provided by a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or

4. The student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student provides written documentation that the student's absence is to attend an event from a sponsoring organization that:

- Provides support to families of fallen service members or first responders or provides support for traumatic loss, grief, or resiliency; and
- May be verified as an organization that provides support to the military and first responder community by reviewing the Resources Page for Military Family Engagement on the Department of Education website.

A written statement presented or uploaded for an absence having occurred more than five (5) school days prior to its presentation or upload will not be accepted.

A student shall not be eligible to receive an excused absence for #13 above if:

- The student is not in good academic standing;
- The student does not have a prior record of good attendance; or
- The absence occurs during a date on which standardized testing is administered.

The District shall annually provide a report by June 30 to the Division of Elementary and Secondary Education that contains the following:

- The number of absences requested under number 14;
- The number of absences granted under number 14; and
- The stated purposes of the absence.

Unexcused Absences

Absences that are not defined above; do not have an accompanying note from the parent, legal guardian, person having lawful control of the student, person standing in loco parentis, the student's treating physician, or a 4-H county extension agent, 4-H educator, or other appropriate entity associated with the 4-H activity or program; or have an accompanying note that is not presented or uploaded within the timeline required by this policy shall be considered as unexcused absences. Students with *10* unexcused absences in a course in a semester may not receive credit for that course. At the discretion of the principal, after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has 2 unexcused absences, his/her parents, legal guardians, persons with lawful control of the student, or persons standing in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student exceeds 10 unexcused absences in a semester, the District shall notify the prosecuting authority and the parent, legal guardian, person having lawful control of the student, or persons standing in loco parentis shall be subject to a civil penalty as prescribed by law.

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the

number of unexcused absences permitted by this policy, the student, or his/her parent, legal guardian, person with lawful control of the student, or person standing in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student; the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the school or district administrator or designee.**5**

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

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

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

1.8 MAKE-UP WORK

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

1\. High School Students are responsible for asking the teachers of the classes they missed what

assignments they need to make up.

2\. High School teachers are responsible for providing the missed assignments when asked by a returning student. Elementary School teachers are responsible for providing the missed assignments to a returning student.

3\. High school students are required to ask for their assignments on their first day back at school or their first-class day after their return. Elementary students are responsible for providing missed assignments

to their students on their first day back at school or their first-class day after their return.

4\. Make-up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the

schedule of the missed work to be made up.

5\. Students shall have one class day to make up their work for each class day they are absent.

6\. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.

7\. Students are responsible for turning in their make-up work without the teacher having to ask for it.

8\. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.

9\. As required/permitted by the student's Individual Education Program or 504 Plan.

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

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion. In lieu of the timeline above, assignments for students who are excluded from school by the Arkansas Department of Health during a disease outbreak are to be made up as set forth in Policy 4.57—IMMUNIZATIONS.

In addition to the make-up work process above, at the conclusion of a pregnancy-related or parenting-related

period of absence, a student may choose from various options to make up missed work, including without limitation:

a. Retaking a semester at the District school where the student is enrolled;

b. Participating in an online course credit recovery program;

c. Being granted six (6) weeks to continue at the same pace and finish the semester at a later date,

provided that the student may:

 Complete the student's coursework within the current school year; or

 Attend previously scheduled summer school classes made available by the District Where the

student is enrolled; and

d. Receiving home-based instruction services.

1.9 TARDIES

Promptness is an important character trait that District staff is encouraged to model and help develop in

our schools' students. At the same time, promptness is the responsibility of each student. Students who are late to class show a disregard for both the teacher and their classmates which compromises potential student achievement. Discipline for excessive tardies is outlined in **Section 2 Discipline.**

1.10 CLOSED CAMPUS

All schools in the District shall operate closed campuses. Students are required to stay on campus from

their arrival until dismissal at the end of the regular school day. Unless given permission to leave the campus by a school official, students sign out in the office upon their departure. Discipline for truancy is outlined in **Section 3 Discipline**. If a student signs-out he or she shall remain off campus unless he/she signs in under the conditions listed below.

For a student to properly sign-out of school, one of the following must occur:

· The student's parent comes to the school and requests the student to sign-out. If the parent brings the student back to school, he/she may sign-in and return to regular classes.

· The student's parent writes a signed request for the student to sign-out. The request must have a working phone number of the parent. The parent must then answer a call from a school official and confirm that the student is to check-out. Once the student is signed- out, the student may not return to school unless the parent returns with the student or the parent calls the school requesting the student to return to class.

· If a student is eighteen years old or older, he/she may sign out without parental approval, but the student may not return unless the student's parent accompanies him/ her or the parent calls the office and requests the student to return to class.

· Students may not sign-out for lunch and then return unless they are accompanied by a parent, regardless of age or phone calls from parents.

· Under certain conditions, with parental approval the principal may allow a student to leave campus and return.

1.11 STUDENT SCHEDULES

· The school counselor or principal in conjunction with four-year plans of study and state graduation requirements will make a class schedule for each student that best fits his/her academic needs.

· Students in grades 9-12 are required by state law to be enrolled in no fewer than 350 minutes (a full day) of planned instruction as a requirement for graduation.

· Students may be enrolled in one study hall or remediation period or the student may be enrolled in an extracurricular activity period that meets the entire school year.

· For seniors who have met or will meet graduation requirements, the district may alter the 350 minutes of planned instruction to enable students who are experiencing financial hardships to leave school no more than one period early for employment purposes. At the time students lose their employment opportunity, they must inform the school and they will be enrolled in a class for the remainder of the school day.

1.12 NEW STUDENT ENROLLMENT

The parent/ guardian of a new enrolling student must first report to the superintendent's office to verify

residence. After residency has been established, the school counselor or principal shall enroll the student. A request for information will be made to the old school district. Any disciplinary action or fines pending in the old district will be honored by the Junction City School District.

1.13 TRANSFERS FROM NON-ACCREDITED SCHOOLS OR ENROLLING HOME-SCHOOLED STUDENTS (see Policy 1.4)

1.14 WITHDRAWAL

Parents wishing to withdraw a student from the Junction City School District must come to school and

request withdrawal. All books must be returned and any debts must be cleared. If a request for grades is not received from another school district or if the parents cannot show proof their child is enrolled in another school setting, the Junction City School District will submit a complaint to the Prosecuting Attorney's office.

1.15 EQUAL EDUCATIONAL OPPORTUNITY

No student in the Junction City School District shall be excluded from participation in, or denied the benefits of, or subjected to discrimination under any educational program or activity sponsored by the District on the basis of color, religion, national origin, sex, age, or disability.**1** The District has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.**2**

Inquiries on non-discrimination may be directed to the Equity Coordinator, who may be reached at 870-924-4575, Extension 4060; P. O. Box 790 Junction City, AR 71749**3**.

Any person may report sex discrimination, including sexual harassment, to the Title IX Coordinator in person or by using the mailing address, telephone number, or email address provided above. A report may be made

at any time, including during non-business hours, and may be on the individual's own behalf or on behalf of another individual who is the person alleged to be the victim of conduct that could constitute sex discrimination or sexual harassment.

For further information on notice of non-discrimination or to file a complaint, visit https://www2.ed.gov/about/offices/list/ocr/complaintintro.html; for the address and phone number of the office that serves your area, or call 1-800-421-3481.

SECTION TWO - GENERAL STUDENT INFORMATION

2.1 STUDENT ORGANIZATIONS/EQUAL ACCESS

Non-curriculum-related secondary school student organizations wishing to conduct meetings on

school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

1\. The meeting is to be voluntary and student initiated;

2\. There is no sponsorship of the meeting by the school, the government, or its agents or employees;

3\. The meeting must occur during non-instructional time;

4\. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;

5\. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and

6\. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups. All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the well-being of students and faculty, and to assure that attendance of students at meetings is voluntary.

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

2.2 PRIVACY OF STUDENTS' RECORDS/ DIRECTORY INFORMATION

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

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

 it is in the sole possession of the individual who made it;

 it is used only as a personal memory aid; and

 information contained in it has never been revealed or made available to any other person, except the maker's temporary substitute.

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

For the purposes of this policy, a school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility, contracted duty, or duty of elected office. In addition to releasing PII to school officials without permission, the District may disclose PII from the education records of students in foster care placement to the student's caseworker or to the caseworker's representative without getting prior consent of the parent (or the student if the student is over eighteen (18)). For the District to release the student's PII without getting permission:

 The student must be in foster care;

 The individual to whom the PII will be released must have legal access to the student's case plan; and

 The Arkansas Department of Human Services, or a sub-agency of the Department, must be legally responsible for the care and protection of the student. The District discloses PII from an education record to appropriate parties, including parents, in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. The superintendent or designee shall determine who will have access to and the responsibility for disclosing information in emergency situations.

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

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

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

A parent or guardian does not have the right to remove any material from a student's records, but such parent or guardian may challenge the accuracy of a record. The right to challenge the accuracy of a record does not include the right to dispute a grade, disciplinary rulings, disability placements, or other such determinations, which must be done only through the appropriate teacher and/or administrator, the decision of whom is final. A challenge to the accuracy of material contained in a student's file must be initiated with the building principal, with an appeal available to the Superintendent or his/her designee. The challenge shall clearly identify the part of the student's record the parent wants changed and specify why he/she believes it is inaccurate or misleading.

If the school determines not to amend the record as requested, the school will notify the requesting parent or student of the decision and inform them of their right to a hearing regarding the request for amending the record. The parent or eligible student will be provided information regarding the hearing procedure when notified of the right to a hearing. Unless the parent or guardian of a student (or student, if above the age of eighteen (18)) objects, "directory information" about a student may be made available to the public, military recruiters, post-secondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, 3 his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the District. "Directory information" also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for purposes of accessing or communicating in electronic systems and a student ID number or other unique personal identifier that is displayed on a student's ID badge, provided the ID cannot be used to gain access to education records except when used in conjunction with one or more factors that authenticate the user's identity, such as a personal identification number (PIN), password or other factor known or possessed only by the authorized user.

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

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

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

Parents and students over the age of 18 who believe the district has failed to comply with the requirements for the lawful release of student records may file a complaint with the U.S. Department of Education (DOE) at:

Student Privacy Policy Office

U.S. Department of Education

400 Maryland Avenue, SW

Washington, DC 20202

The District shall ensure that all contracts that disclose or make available student personally identifiable information to vendors, including school service contract providers, school service on-demand providers, and other third parties, including without limitation subcontractors of contract providers, include express provisions that safeguard the privacy and security of student personally identifiable information that meet the requirements under A.C.A. § 6-18-2601 et seq. The District shall maintain a list of the school service contract providers that the District contracts with for school services that include or make available student personally identifiable information. The list shall be updated at least once at the beginning of each semester and provided to parents upon request.

Notes: With very few exceptions, Health Insurance Portability and Accountability Act (HIPAA) privacy requirements don't apply to public K-12 schools and, for that reason, ASBA has no model policy addressing HIPAA. An excellent explanation of the relation between FERPA and HIPAA is available at:

https\://www\.arsba.org/page/policy-resources.

Districts must annually notify parents or students if over the age of eighteen (18) of the provisions of this policy and "…shall effectively notify parents who have a primary or home language other than English." (34 CFR 99.7(b)(2)

Districts may release directory information (DI) (as presently defined by the district) of former students to the extent there is not a signed prohibition against such release. As the definition of DI changes over time (for example, the addition of email addresses to the definition of DI), districts may release DI according to the current definition. It also applies to the release of information that is now defined as DI for students who left the district prior to 1974, when there was no such thing as DI. As stated in this policy, once a student turns eighteen (18), the rights to his/her educational records transfers to the student. The release of educational records to a parent becomes permissive and not a right. At that point, the school gets to decide if it wants to release educational records to parents. The student, however, doesn't have the right to object one way or the other. If the parents don't establish dependency, once the student turns eighteen (18), the parents don't have an absolute right to see their student's educational records. "Dependency" in this regard is defined according to the IRS; if the student is claimed by either of their parents (regardless of custody issues, or filing jointly or separately)

as a dependent, then the rights of the parent once the student turns eighteen (18) is as described. Without dependency, the parents have no right to see their student's educational records once the student turns eighteen (18).

There are several areas of permissible release of students' PII that are not mentioned in this policy (it's not required and would make the policy very long), but that are listed in 34 CFR § 99.31. One of the areas that has been greatly elaborated on in the DOE Rules, released 12/2/11, relates to the district's release of PII to an "authorized representative" for the purpose conducting an audit or evaluation of federal or state education programs. This new area is covered in 34 CFR 99.35. Both documents are available by calling the

ASBA office and requesting a copy. They could come in handy when answering parent's questions regarding the release of PII.

The Arkansas Supreme Court, Division of Elementary and Secondary Education, and ASBA collaborated in the creation of a form in an effort to aid juvenile intake and probation officers in acquiring necessary information for the officer to make more knowledgeable decisions/recommendations on a course of action for each juvenile's case. The Form allows for parents to authorize the officer to access certain portions of the student's education records and the parent's ESchool PLUS Home Access Center. The form, when completed by the parent and probation officer, will be sent to the district by the officer. A copy of the form, along with a background letter, may be found at https\://www\.arsba.org/page/policy-resources.

This paragraph along with the preceding paragraph are added (and permitted) due to the amendment n the Code of Federal Regulations resulting from the Virginia Tech shootings in 2007. The paragraph can also apply to the release of PII to state health officials during outbreaks of communicable diseases.

1\. This would apply, for example, to immunization records to determine which students need to be removed from the school. (See Policy 4.34).

2 The requirements for conducting a hearing are addressed in 34 CFR § 99.22. The district's obligations regarding the results of the hearing are covered in 34 CFR § 99.21. Both are available by calling the ASBA office and requesting a copy.

3 Dates of attendance means the period of time during which a student attends or attended your district, e.g., an academic year or semester. It does not mean specific daily records of attendance.

4 This paragraph is language from the amended 34 CFR § 99.37 and is included to help eliminate the potential problem of a student (who is in a class where the student really doesn't want to be – for example JAG), who has opted out of release of DI, refusing to give the information necessary for the class.

4.13F—OBJECTION TO PUBLICATION OF DIRECTORY INFORMATION

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

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

and school clubs, may make the publication of some directory information unavoidable, and the publication of such information in other forms, such as telephone directories, church directories, etc., is not within the control of the District.

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

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

Deny disclosure to military recruiters ____

Deny disclosure to Institutions of postsecondary education ____

Deny disclosure to Potential employers ____

Deny disclosure to all public and school sources ____

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

Deny disclosure to all public sources ____

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

_____

Name of student (Printed)

_____

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

_____

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

2.3** **STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE

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

"School-sponsored media" means all student media that are:

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

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

“Student media” means any means of communication that are:**2**

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

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

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

Student Media

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

1. Advertising may be accepted for media that does not condone or promote products that are inappropriate for the age and maturity of the audience or that endorses such things as tobacco, alcohol, or drugs.
2. Media may be regulated to prohibit communications determined by the appropriate teacher, student media advisor, and/or administrator to be ungrammatical; poorly written; inadequately researched; biased or prejudiced; vulgar or profane; or unsuitable for immature audiences.
3. Media may be regulated to prohibit the dissemination of material that may reasonably be perceived to advocate drug or alcohol use; irresponsible sex; conduct that is otherwise inconsistent with the shared values of a civilized social order; or to associate the school with any position other than neutrality on matters of political controversy.
4. Prohibited media includes those that:

1) Are obscene as to minors;
2) Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, and made with knowledge of their falsity or a reckless disregard of the truth;
3) Constitute an unwarranted invasion of privacy as defined by state law;
4) Suggest or urge the commission of unlawful acts on the school premises;
5) Suggest or urge the violation of lawful school regulations;
6) Scurrilously attacks ethnic, religious, or racial groups; or
7) Harass, threaten, or intimidate a student.

Student Media on School Web Pages

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

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

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

A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials **3** shall have school authorities**4** review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution.**6** Concerns related to any denial of distribution by the principal shall be heard by the superintendent, whose decision shall be final.

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

1. Be narrowly drawn to promote orderly administration of school activities by preventing disruption and may not be designed to stifle expression;
2. Be uniformly applied to all forms of non-school-sponsored materials;
3. Allow no interference with classes or school activities;
4. Specify times, places, and manner where distribution may and may not occur**7**; and

Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations.

2.4 -CONTACT WITH STUDENTS WHILE AT SCHOOL

CONTACT BY PARENTS

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

CONTACT BY NON-CUSTODIAL PARENTS

If there is any question concerning the legal custody of the student, the custodial parent shall present documentation to the principal or the principal's designee establishing the parent's custody of the student. It shall be the responsibility of the custodial parent to make any court ordered "no contact" or other restrictions regarding the non-custodial parent known to the principal by presenting a copy of a file-marked court order. Without such a court order on file, the school will release the child to either of his/her parents. Non-custodial parents who file with the principal a date-stamped copy of current court orders granting unsupervised visitation

may, to extend authorized by the court order, eat lunch, volunteer in their child's classroom, or otherwise have contact with their child during school hours and the prior approval of the school's principal. Such contact is subject to the limitations outlined in Policy 4.16, Policy 6.5, and any other policies that may apply. The District shall not act as a supervisor for non-custodial parent visitation purposes under any circumstance. Arkansas law provides that, in order to avoid continuing child custody controversies from involving school personnel and to avoid disruptions to the educational atmosphere in the District's schools, the transfer of a child

between his/her custodial parent and non-custodial parent, when both parents are present, shall not take place on the school's property on normal school days during normal hours of school operation. The custodial or non-custodial parent may send to/drop off the student at school to be sent to/picked up by the other parent on predetermined days in accordance with any court order provided by the custodial parent or by a signed agreement between both the custodial and non-custodial parents that was witnessed by the student's building principal. 1 Unless a valid no-contact order has been filed with the student's principal or the principal's designee, district employees shall not become involved in disputes concerning whether or not that parent was supposed to pick up the student on any given day.

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

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

If the District makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal

guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State

Police, or an investigator or employee of the Department of Human Services.

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

CONTACT BY PROFESSIONAL LICENSURE STANDARDS BOARD INVESTIGATORS

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

2.5 STUDENT VISITORS

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

VISITORS TO THE SCHOOLS

Parents, grandparents, legal guardians, business, and community members are welcome and encouraged to visit District schools. To minimize the potential for disruption of the learning environment, visitors, for a purpose other than to attend an activity open to the general public, are required to first report to the school's main office. No one shall be exempt from this requirement. Visitors who are Level 3 or Level 4 sex offenders may only enter a school campus under the provisions listed in Policy 6.10.

Parents and legal guardians are encouraged to participate in regularly scheduled visitation events such as school open houses and parent/teacher conferences. Additional conferences are best

when scheduled in advance. Conferences shall be scheduled at a time and place to accommodate those participating in the conference. Visits to individual classrooms during class time are permitted on a limited basis with the principal's prior approval and the teacher's knowledge.

Visitors, including parents wishing to speak with students during the school day shall register first with the office.

The District has the right to ask disruptive visitors to leave its school campuses. Principals are authorized to seek the assistance of law enforcement officers in removing any disruptive visitors who refuse to leave school property when requested to do so.

2.6 STUDENTS ATTENDING SOUTH ARKANSAS COMMUNITY COLLEGE (SACC): The District in cooperation with the SACC offers a wide range of vocational tracts for students to choose from. When students in grades eleven and twelve enroll in programs at SACC, they gain concurrent credit (they receive community college credit and high school credit simultaneously). Parents and guardians can receive full details of the program by scheduling a conference with the school counselor.

Students must adhere to attendance requirements of both campuses.

Students are subject to District discipline policies as well as the policies of SACC.

Students must ride a school bus to and from SACC unless provisions are made by the parent or guardian in advance on a case-by-case basis and the principal has granted permission for a one-day exemption. If the student brings a letter from an employer stating that the student is employed after school and the parent submits a request stating that the student works in El Dorado after school, the principal may waive the requirement for the student to ride the bus to and from SACC. **The student may not provide rides to other students attending SACC**. Grades issued by SACC become a part of the permanent school record.

2.7 STUDENTS' VEHICLES

A student who has presented a valid driver's license and proof of insurance to the appropriate

office personnel, may drive his/her vehicle to school. Vehicles driven to school shall be parked in the area designated for student parking. Parking on school property is a privilege which may be denied to a student for any disciplinary violation, at the discretion of the student's building principal.

Students are not permitted to loiter in parking areas and are not to return to their vehicles during the school day for any reason unless given permission to do so by school personnel. It is understood that there is no expectation of privacy in vehicles in parking areas. Drivers of vehicles parked on a school campus will be held accountable for illegal substances or any other item prohibited by District policy found in their vehicle.

The act of a student parking a vehicle on campus is a grant of permission for school or law enforcement authorities to search that vehicle.

· As long as students follow safe driving practices, students may drive vehicles at the end of the day to the football field house, baseball field, or softball field.

· PASSENGERS MAY NOT RIDE IN THE BACK OF PICK-UP TRUCKS.

· Failure to flow this policy will be considered **insubordination**

2.8 CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules.

The preceding paragraph also applies to student conduct while on school buses. Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges. Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

9. **STUDENT ELECTRONIC DEVICE and INTERNET USE AGREEMENT**

The Junction City School District agrees to allow the student identified above ("Student") to use the district's technology to access the Internet under the following terms and conditions which apply whether the access is through a District or student owned electronic device (as used in this Agreement, "electronic device" means anything that can be used to transmit or capture images, sound, or data):

1\. Conditional Privilege: The Student's use of the district's access to the Internet is a privilege conditioned on the student's abiding to this agreement. No student may use the district's access to the Internet whether through a District or student owned electronic device unless the student and his/her parent or guardian have read and signed this agreement.

2\. Acceptable Use: The Student agrees that he/she will use the District's Internet access for educational purposes only. In using the Internet, the Student agrees to obey all federal laws and regulations and any State laws and rules. The student also agrees to abide by any Internet use rules instituted at the student's school or class, whether those rules are written or oral.

3\. Penalties for Improper Use: If the Student violates this agreement and misuses the Internet, the student shall be subject to disciplinary action

4\. "Misuse of the District's access to the Internet" includes, but is not limited to, the following:

1. Using the Internet for other than educational purposes;
2. Gaining intentional access or maintaining access to materials which are “harmful to minors” as defined by Arkansas law;
3. Using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
4. Making unauthorized copies of computer software;
5. Accessing “chat lines” unless authorized by the instructor for a class activity directly supervised by a staff member;
6. Using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
7. Posting anonymous messages on the system;
8. Using encryption software;
9. Wasteful use of limited resources provided by the school including paper;
10. Causing congestion of the network through lengthy downloads of files;
11. Vandalizing data of another user;
12. Obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
13. Gaining or attempting to gain unauthorized access to resources or files;
14. Identifying oneself with another person’s name or password or using an account or password of another user without proper authorization;
15. Invading the privacy of individuals;
16. Divulging personally identifying information about himself/herself or anyone else either on the Internet or in an email unless it is a necessary and integral part of the student's academic endeavor. Personal identifying information includes full names, address, and phone number.
17. Using the network for financial or commercial gain without district permission;
18. Theft or vandalism of data, equipment, or intellectual property;
19. Attempting to gain access or gaining access to student records, grades, or files;
20. Introducing a virus to, or otherwise improperly tampering with the system;
21. Degrading or disrupting equipment or system performance;
22. Creating a web page or associating a web page with the school or school district without proper authorization;
23. Providing access to the District’s Internet Access to unauthorized individuals;
24. Failing to obey school or classroom Internet use rules;
25. Taking part in any activity related to Internet use which creates a clear and present danger of the substantial disruption of the orderly operation of the district or any of its schools; or
26. Installing or downloading software on district computers without prior approval of the technology director or his/her designee.

5\. Liability for debts: Students and their cosigners shall be liable for any and all costs (debts) incurred through the student’s use of the computers or access to the Internet including penalties for copyright violations.

6\. No Expectation of Privacy: The Student and parent/guardian signing below agree that if the student uses the Internet through the District’s access, that the student waives any right to privacy the student may have for such use. The student and the parent/guardian agree that the district may monitor the student’s use of

the District's Internet Access and may also examine all system activities the student participates in, including but not limited to email, voice, and video transmissions, to ensure proper use of the system. The District may share such transmissions with the Student's parents/guardians.

7\. No Guarantees: The District will make good faith efforts to protect children from improper or harmful materials which may be on the Internet. At the same time, in signing this agreement, the parent and Student recognize that the District makes no guarantees about preventing improper access to such materials on the part of the Student.

8\. Signatures: We, the persons who have signed below, have read this agreement and agree to be bound by the terms and conditions of this agreement.

Violation of the internet safety and device policy is referred to in section 3, (3.3.29) which may result in suspension or expulsion. Stricter punishment will apply to repeat offenders.

2.10 HOMEWORK POLICY

Homework is a vital part of the enrichment of the educational process.

- Homework should count at least 10% of the grade but not more than 33%.
- The purpose of the assignment must be clear
- Homework may not be given as a disciplinary tool or busy work
- Assignments must be within the students' reasonable capabilities
- Assignments must have reasonable time requirements.

2.11 DISTANCE LEARNING

Junction City School District enhances course offerings through the Arkansas Distance Learning Center (DLC) / Virtual Arkansas. Students enrolled in these courses are subject to the grading policies and rules of the DLC / Virtual Arkansas. The District has agreed to accept the rules and procedures of the DLC/ Virtual Arkansas. In rare cases students enrolled in DLC/ Virtual Arkansas may be subject to slightly different attendance requirements.

2.12 SCHEDULE CHANGES

At the beginning of each semester the school counselor may make schedule changes by appointment

only. Students in grades 7-9 may not request schedule changes unless certain circumstances dictate. No changes will be made in schedules after the fifth day of the semester.

There are exceptions to this policy when the counselor and principal act in the best interest of a student. This exception is rare but may be necessary especially in cases involving electives or Advanced Placement courses or other circumstances that arise.

2.13 ALTERNATIVE LEARNING ENVIRONMENT (ALE)

The District shall provide an eligible alternative learning environment (ALE) for each eligible ALE student enrolled in a District school. The ALE shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems. Placement of a student in an ALE **shall not** be punitive in nature.

The superintendent or designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be enrolled in an ALE only on the referral of the Alternative Education Placement Team. The team's placement decision is final and may not be appealed.**1**

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate);

* The District shall document its efforts to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to schedule a meeting or a phone call for a placement meeting at the convenience of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis, and maintain such documentation in the student’s Student Action Plan (SAP).

- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

Students who are placed in the ALE shall exhibit at least two (2) of the following characteristics:

1. Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics;
2. Abuse: physical, mental, or sexual;
3. Frequent relocation of residency;
4. Homelessness;
5. Inadequate emotional support;
6. Mental/physical health problems;

7. Pregnancy;
8. Being a single parent;
9. Personal or family problems or situations;
10. Recurring absenteeism;
11. Dropping out from school; or
12. Disruptive behavior.

Before or upon entry into the ALE, the ALE program shall assess the student in order to provide intervention services designed to address the student's specific educational and behavioral needs, with the focus for behavioral needs on long-term improvement of the student's ability to control the student's behavior.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE; the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis (if they choose to participate); and the student, outlining the responsibility of the ALE; parent, legal guardian, person having lawful control of the student, or person standing in loco parentis; and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student. The SAP may be revised from time to time by the ALE placement team. The SAP shall contain at a minimum:

1. A plan of intervention services to be provided to address the student's specific educational needs and, if appropriate, the student's behavioral needs;
2. Goals and objectives necessary to achieve positive reintegration into the regular educational environment;
3. Exit criteria on which to base a student's return to the regular educational environment;
4. Documentation of the presence of the characteristics listed above that were the reason for the student's referral to the ALE program;
5. Documentation of the specific ALE programming and supports that will address each identified characteristic or situation causing a barrier to the student's success; and
6. A positive behavior or transitional plan prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the Division of Elementary and Secondary Education (DESE) Rules.

Notes: Districts are no longer mandated to provide or participate in an ALE program.

In addition to the language contained in this policy, districts using an ALE hybrid program will need to add language covering:

- That students in an ALE hybrid program shall participate on-site for direct support at least twenty percent (20%) of the total instructional time;

- Clear criteria for how the district will monitor student success to determine the need for additional direct support if there is a lack of expected progress by a student;
- That additional direct support may include an increased percentage of on-site instruction and additional services and supports; and
- That an increased percentage of remote instruction, or placement of a student in an ALE hybrid program, shall only be used to meet a student's academic and social and emotional goals outlined in the student's SAP and not as a punishment or negative consequence.
- **1** The Rules are silent on appeals, but we believe the policy should have language in this regard. You may choose to leave the language as is or change it to have the decision able to be appealed to the Superintendent or the superintendent's designee. Even if you allow for an appeal, board involvement in student assignment issues is outside of the scope of their authority.

Legal References: A.C.A. § 6-20-2305(b)(2)

A.C.A. § 6-48-101 et seq.

DESE Rules Governing Student Special Needs Funding – 3.01, 4.00, and 8.0

DESE Rules Governing Student Discipline and School Safety

Date Adopted: 7/9/2019 Billy Smith

Last Revised: 7/12/2022 Board President

	 7/15/2025

2.14 VIDEO SURVEILLANCE AND OTHER STUDENT MONITORING

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

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

Signs shall be posted on campus buildings and in district vehicles to notify students, staff, and visitors that video cameras may be in use. Parents and students shall also be notified through the student handbook

that cameras may be in use in school buildings, on school grounds and in school vehicles. Students will be held responsible for any violations of school discipline rules caught by the cameras.

The district shall retain copies of video recordings until they are erased which may be accomplished by either deletion or copying over with a new recording. Other than video recordings being retained under

the provisions of this policy's following paragraph, the district's video recordings may be erased any time

greater than 45 days after they were created.

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

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

2.15 ADMIT TO CLASS AFTER ABSENCE

Students are to present authorized school personnel with a written excuse **between 7:30 and 7:45 (prior**

to first period) the day they return to school in order to receive an admit. The written excuse must be signed by a parent or guardian **and include the reason for the absence along with contact information for the parent or guardian**. Even if the student does not have a written excuse, he/she must get an admit. If the excuse is for medical reasons, court appearance, military appointment, or because of a death or serious illness in the family, the student must present documentation so that an "M" excuse can be recorded. All other written excuses will be recorded as an E excuse. Failure to turn in a written excuse will be recorded as a U for unexcused absence. Unexcused absences can be changed the next day with a written excuse or a doctor's excuse.

2.16 ABSENT FROM SCHOOL

The parent or guardian of a student who is absent should call the school by 8:15 a.m. to inform the

attendance secretary of the student's absence. The school will make a "good faith" effort to notify parents of a student's absence when the absence seems suspicious. If a student is absent without his/her parent's knowledge, he/she shall be considered truant.

2.17 HALL PASS/ CAMPUS PASS

At times it is necessary for a student to leave class. In order for a student to be in the hallway or out of

class, he/she must have a written, signed hall pass from the teacher of record. Hall pass sheets are part of the student handbook and are to be carried by students each day. The pass must include departure times and destinations. Any student found out of class without a hall pass may be considered truant.

2.18 COLLEGE VISITATION PASS

Seniors are allowed two school days during their senior year to visit college campuses without being counted absent provided they meet the following criteria:

o Return the permission slip to the counselor at least two days prior to the visit.

o Notify each class teacher of his/her plans at least three days in advance of visit.

o Seek pre-approval from the college or institution before scheduling college day.

o Have at least a 2.0 average

o Return to school with written proof of visit

o College Days will not be granted during seniors final two weeks of school or during semester test weeks.

2.19 ASSEMBLIES

Upon occasion the student body is assembled for special programs or speakers. Students are expected to act respectfully and maturely. Students who are distracting will be removed from assembly and face disciplinary action. At Pep Assemblies students are expected to show school spirit without showing disregard to visitors or disrespect to the integrity of school. Students who show deliberate insubordinate attitudes at a pep assembly or any other assembly will be removed and face disciplinary action.

2.20 FIELD TRIPS/ ATHLETIC TRIPS

Students are allowed two school sponsored (club) field trips per term. School rules apply at all school sponsored events. A student who engages in inappropriate behavior while at a school sponsored event may lose the privilege to attend school sponsored events and/ or face additional actions in accordance to the handbook.

2.21 SCHOOL SPONSORED ACTIVITIES

Students in attendance at school sponsored events including athletic contests shall follow all the rules set forth in the handbook concerning student behavior. Students who engage in appropriate actions at school events shall lose their privilege to attend school sponsored events and face additional disciplinary action in accordance to the handbook.

2.22 HOME BOUND INSTRUCTION

The Junction City School District shall consider homebound instruction for a student only when in those cases where the life or health of the child may be endangered if he/she attends regular public schools. Refer to Policy 1.6 HOMESCHOOLING.

2.23 FOREIGN EXCHANGE STUDENTS

Exchange students are encouraged to experience American school life as fully as possible.

o Exchange students will enroll in American History, American or English Literature, and other courses based on his/her interests or the counselor's recommendation

o Exchange students must take a normal course load.

o Exchange students may participate in senior class activities.

o Qualified exchange students may be eligible for National Honor Society.

o Exchange students must proficiently speak English.

o Exchange students may participate in graduation exercises as long as they pass all subjects.

o Exchange students will be given an honorary diploma if they are eligible for graduation.

2.24 GUIDANCE PROGRAM

All cumulative records are stored and updated by the counselor and are stored in the counselor's office.

Refer to policy 2.2 regarding the release of records. The counselor is in charge of records, schedules, student information, and counseling students who may be having a hard time coping with personal issues. The counselor is also in charge of testing schedules and testing procedures. For a full list of the counselor's duties see the Student Services Plan which is available in the office.

2.25 PERMISSION TO LEAVE CAMPUS (Checking Out)

A parent/ guardian desiring his/her child to leave school during regular school hours must present his/her request to the school office. Please indicate by what means and when the student is to leave school grounds. The student must sign-out in the office and sign back in if he/she returns before the end of the school day. For whichever periods the student missed, he/she must obtain an admit.

If a student signs-out he or she shall remain off campus unless he/she signs in under the conditions listed below.

For a student to properly sign-out of school, one of the following must occur:

· The student's parent comes to the school and requests the student to sign-out. If the parent brings the student back to school, he/she may sign-in and return to regular classes.

· The student's parent writes a signed request for the student to sign-out. The request must have a working phone number of the parent. The parent must then answer a call from a school official and confirm that the student is to check-out. Once the student is signed- out, the student may not return to school unless the parent returns with the student or the parent calls the school requesting the student to return to class.

· If a student is eighteen years old or older, he/she may sign out without parental approval, but the student may not return unless the student's parent accompanies him/ her or the parent calls the office and requests the student to return to class.

· Students may not sign-out for lunch and then return unless they are accompanied by a parent, regardless of age or phone calls from parents.

· Under certain conditions, with parental approval the principal may allow a student to leave campus and return.

2.26 PARENT/ TEACHER CONFERENCES

The district recognizes the importance of communication between teachers and parents/legal

guardians. To help promote positive communication, parent/teacher conferences shall be held once each semester. Parent-teacher conferences are encouraged and may be requested by parents or guardians when they feel they need to discuss their child's progress with his/her teacher.

Teachers are required to communicate during the school year with the parent(s), legal guardian(s), or care-giving adult or adults in a student's home to discuss the student's academic progress unless the student has been placed in the custody of the Department of Human Services and the school has received a court order prohibiting parent or legal guardian participation in parent/teacher conferences. More frequent communication is required with the parent(s) or legal guardian(s) of students who are performing below grade level.

All parent/teacher conferences shall be scheduled at a time and place to best accommodate those participating in the conference. Each teacher shall document the participation or non- participation of parent(s)/legal guardian(s) for each scheduled conference.

If a student is to be retained at any grade level or denied course credit, notice of, and the reasons for retention shall be communicated promptly in a personal conference.

2.27 CHANGE OF ADDRESS OR INFORMATION

Parents must report any change of crucial information to the school office such as address, phone number, court ordered custodial changes, or any other information crucial for the well-being of the student.

2.28 INSURANCE (STUDENTS)

Students are covered by supplemental insurance (insurance that will cover what personal insurance fails to cover). Students who are injured at school or while participating in school sponsored events are responsible for getting insurance forms and filing the insurance.

2.29 SCHEDULING ACTIVITIES OR EVENTS

o Any school sponsored event must be scheduled through the principal's office and have the principal's approval.

o Events must be scheduled far enough in advance to reasonably give time for consideration.

O Spur of the moment scheduling will not be approved.

o No event including athletic events will be scheduled the night before or during scheduled semester tests.

o Events that must be rescheduled will be done so with first consideration of any previously scheduled event.

o No event may be scheduled the same night as the Parent/ Teacher Conference.

o Athletic events scheduled during Benchmark or EOC Tests should be avoided if at all possible.

STUDENT USE OF MULTIPLE OCCUPANCY ROOM

Definitions

"Changing room" means a room or area in which a person may be in a state of undress in the presence of others, including without limitation a locker room or a shower room.

"Female" means an individual who naturally has, had, will have, or would have but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes eggs for fertilization.

"Male" means an individual who naturally has, had, will have, or would have but for a congenital anomaly or intentional or unintentional disruption, the reproductive system that at some point produces, transports, and utilizes sperm for fertilization.

“Multi-occupancy room” means a changing room or restroom.

"Restroom" means a room that includes one or more toilets or urinals.

"Sex" means an individual's biological sex, either male or female.

Each multi-occupancy room shall be designated for the exclusive use of females or males. Every multi-occupancy room that is designated for the exclusive use of females or males shall only be used by a member of the designated sex. The District shall take reasonable steps to provide an individual with privacy in a multi-occupancy room from members of the opposite sex.

A person of the opposite sex than that designated for the multi-occupancy room shall not enter a multi-occupancy room that is designated for the exclusive use of the opposite sex unless the individual enters the multi-occupancy room that is designated for the opposite sex to:

1. Perform custodial services or maintenance;
2. Render medical assistance;
3. Perform duties arising under the course and scope of employment as a law enforcement officer, employee, or contractor;
4. Seek protection in a designated shelter area during a threat of an emergency or a natural disaster;
5. Provide aid during a threat of a natural disaster or a serious threat to good order or safety; or
6. Address, supervise, or treat athletes that the individual is overseeing as a coach or an athletics personnel member during a reasonable time before an athletic event, during an athletic event, or immediately following an athletic event if:

1) The coach or the athletics personnel member verifies that no person is in a state of undress at any time while the coach or the athletics personnel member is present; and
2) An adult other than the coach or the athletics personnel member is also present.

The provisions of this policy shall not apply to the extent necessary to accommodate:

- Persons protected under the Americans with Disabilities Act;
- Young children in need of assistance; or
- Elderly persons requiring aid.

The District may establish:

- Single-occupancy restrooms and changing rooms; or
- Family restrooms or changing rooms.

The District may redesignate a multi-occupancy room designated for exclusive use by one (1) sex to a designation for exclusive use by the opposite sex when necessary.

STUDENT NAME, TITLE, OR PRONOUN

Unless a District employee has the written permission of the parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student or the student if the student is an emancipated minor or over eighteen (18) years of age, a District employee shall not address a student with a:

1\. Name other than that listed on the student's birth certificate, except for a derivative of the name; or

2\. Pronoun or title that is inconsistent with the student's biological sex.

A student shall not be subject to discipline for declining to address a person using a:

a. Name other than that listed on the student's birth certificate, except for a derivative of the name; or

b. Pronoun or title that is inconsistent with the person's biological sex.

STUDENT RELIGIOUS EXPRESSION

The Junction City School District Board of Directors does not allow the discrimination against a student based on a student's voluntary religious expression, if any. At the same time, the District shall provide a process to eliminate any actual or perceived sponsorship or attribution to the District of a student's public voluntary expression of a religious viewpoint, if any.

Student Assignments

Student assignments include, but are not limited to:

o Homework;

o Classwork;

o Artwork; and

o Other written or oral assignments.

A student may express the student's religious viewpoint, if any, in the student's assignments without discrimination based on the religious content, if any. A student's assignments shall:

1\. Be graded and judged:

By ordinary academic standards of substance and relevance; and against other conventional, pedagogical topics as identified by the District curriculum; and

2\. Not be penalized or rewarded based on the religious content, if any, of the student's assignments.

Student Presenters

A student's expression of a religious viewpoint, if any, on an otherwise permissible subject shall not be excluded from a forum, whether oral or in writing, where students are allowed to speak. The District has the right to restrict student speech that is inappropriate in the school setting by being obscene, vulgar, offensively lewd, or indecent.

Review of written student forums shall be handled in accordance with Policy 4.14—STUDENT MEDIA AND THE DISTRIBUTION OF LITERATURE. If the forum is a scheduled event with designated student speakers, the building principal shall have an opportunity to review pre-written remarks prior to the student's presentation at the scheduled forum. The principal may require the student to amend the student's remarks to the extent necessary to address any portions that are determined to be inappropriate. A student's refusal to amend the remarks that were determined to be inappropriate may be prohibited from participation in the forum. A student who diverts from the approved pre- written remarks during a speech in such a manner that is determined to be inappropriate by the building principal or another present District staff member may be asked to return to the approved remarks. If a student refuses to return to the approved remarks or continues to divert from the approved remarks in a manner that is determined to be inappropriate may be escorted from the forum and disciplined in accordance with the District's Student Code of Conduct.

If the timing or format of the forum does not provide for pre-written remarks to be reviewed, then the building principal or other District staff shall have the authority to address a student whose remarks are determined to be inappropriate. The building principal or District staff member shall initially ask the student to cease the inappropriate remarks. If the student refuses or makes additional inappropriate remarks after being directed to cease such remarks, Then the building principal or District staff member may escort the student from the forum and the student may be disciplined in accordance with the District's Student Code of Conduct There shall be a disclaimer that a student speaker's speech does not reflect the endorsement, sponsorship, position, or expression of the District. The disclaimer shall be provided at all forums where students speak and at all graduation ceremonies. The disclaimer shall be provided orally or in writing as most appropriately fits the format of the forum.

Information on how to participate in a student forum shall be provided to all students. Students will be notified about such forums through daily announcements, newsletters, the Dragon Educational Network, or Aptegy Thrill share. In addition to the salutatorian and valedictorian selection process in Policy 5.17—HONOR ROLL AND HONOR GRADUATES, the following students may speak during the District's graduation ceremony: Top 10 Honor Graduates.

2.30 Nurse Referrals

o If a student becomes ill during school hours, he or she must get a nurse referral form his/her teacher or from the office if class is not in session (lunch period).

o The student must bring the referral to the office and the time will be documented.

o The student will then go to the nurse who will determine whether the student is ill enough to go home.

o If the nurse determines the student is ill, every effort will be made to contact the student's parent/ guardian.

o Upon returning from the nurse's office, the student is to return to the school office so that his/her return time can be documented

· **Physical Examinations or Screenings**

o The school nurse conducts routine screenings such as hearing, vision, and scoliosis because of the importance these health factors play in the academic success of students.

o The intent of exams is to detect defects in hearing, vision, or other health elements that would adversely affect a student's ability to achieve his or her potential.

o Except in cases of infectious or contagious disease, the parent shall have the right to opt their children out of the exams or screening by using form 4.41f or by providing certification from a physician that the student has been recently examined.

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

2.31 STUDENT INJURIES

If a student is injured while at school or participating in a school sponsored event, the athletic trainer or school authority will administer first aid and determine the extent of the injury. The athletic trainer or school authority should seek medical help from the nurse as soon as possible. If the situation is serious, the athletic trainer or school authority shall call Emergency Medical Services and the parent/guardian immediately. The parent/guardian is responsible for providing the school with up-to-date contact information.

2.32 COMMUNICABLE DISEASES

Students with communicable diseases or with human host parasites that are transmittable in a school environment shall demonstrate respect for other students by not attending school while they are capable of transmitting their condition to others. Students whom the school nurse determines are unwell or unfit for school attendance or who are believed to have a communicable disease or condition will be required to be picked up by their parent or guardian. Specific examples include, but are not limited to: Varicella (chicken pox), measles, scabies, conjunctivitis (Pink Eye), impetigo/MRSA (Methicillin-resistant Staphylococcus aureus), streptococcal and staphylococcal infections, ringworm, mononucleosis, Hepatitis A, B, or C, mumps, vomiting, diarrhea, and fever (100.4 F when taken orally). A student who has been sent home by the school nurse will be subsequently readmitted, at the discretion of the school nurse, when the student is no longer a transmission risk. In some instances, a letter from a health care provider may be required prior to the student being readmitted to the school.

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

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

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

The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick their child up at the end of the school day. The parents or legal guardians will be given information concerning the eradication and control of human host parasites. A student may be readmitted after the school nurse or designee has determined the student no longer has live human host parasites that are transmittable in a school environment.

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

2.33 STUDENT MEDICATIONS

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

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

employee to verify, in the presence of the student, the quantity of the medication(s). Each person present shall sign a form verifying the quantity of the medication(s).

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

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

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

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

2.33F MEDICATION SELF-ADMINISTRATION CONSENT FORM

Student's Name (Please Print)
_____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes school.

The following must be provided for the student to be eligible to self-administer rescue inhalers and/or auto-injectable epinephrine. Eligibility is **only** valid for this school for the current academic year.

- A written statement from a licensed health-care provider who has prescriptive privileges that the health care provider has prescribed the rescue inhaler, auto-injectable epinephrine, and/or nasal spray epinephrine for the student and that the student needs to carry the medication on the student's person due to a medical condition;
- The specific medications prescribed for the student;

- An individualized health care plan developed by the prescribing health-care provider containing the treatment plan for managing asthma and/or anaphylaxis episodes of the student and for medication use by the student during school hours; and
- A statement from the prescribing health-care provider that the student possesses the skill and responsibility necessary to use and administer the asthma inhaler, and/or auto-injectable epinephrine, and/or nasal spray epinephrine.

If the school nurse is available, the student shall demonstrate the student's skill level in using the rescue inhaler, auto-injectable epinephrine, and/or nasal spray epinephrine to the nurse.

Rescue inhalers, auto-injectable epinephrine, and/or nasal spray epinephrine for a student's self-administration shall be supplied by the student's parent or guardian and be in the original container properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Students who self-carry a rescue inhaler, an epinephrine auto-injector, or nasal spray epinephrine shall also provide the school nurse with a rescue inhaler, an epinephrine auto-injector, and/or nasal spray epinephrine to be used in emergency situations.

I understand this form authorizes my student to possess and use the medication(s) included on this form while on school grounds and at school sponsored events but that distribution of the medication(s) included on this form to other students may lead to disciplinary action against my student.

My signature below is an acknowledgment that I understand that the District, its Board of Directors, and its employees shall be immune from civil liability for injury resulting from the self-administration of medications by the student named above.

Parent or legal guardian signature
_____

Date _____

Schedule II Medications

Students taking Schedule II medications methylphenidate (e.g., Ritalin or closely related medications as determined by the school nurse), dextroamphetamine (Dexedrine), and amphetamine sulfate (e.g., Adderall or closely related medications as determined by the school nurse) shall be allowed to attend school.

Students taking Schedule II medications not included in the previous sentence**1** shall be allowed to bring them to school under the provisions of this policy and shall be permitted to attend and participate in classes **only** to the extent the student's doctor has specifically authorized such attendance and participation.**2** A doctor's prescription for a student's Schedule II medication is **not** an authorization. Attendance authorization shall specifically state the degree and potential danger of physical exertion the student is permitted to undertake in the student's classes and extracurricular activities. Without a doctor's written authorization, a student taking Schedule II medications, other than those specifically authorized in this policy, shall **not** be eligible to attend classes, but shall be eligible for homebound instruction if provided for in their IEP or 504 plans.**3**

Self-Administration of Medication

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

1. Self-administer either a:

- Rescue inhaler; or
- Auto-injectable or nasal spray epinephrine;

2. Perform the student's own blood glucose checks;
3. Administer insulin through the insulin delivery system the student uses;
4. Treat the student's own hypoglycemia and hyperglycemia; or
5. Possess on the student's person:

1) A rescue inhaler;
2) Auto-injectable or nasal spray epinephrine; or
3) The necessary supplies and equipment to perform the student's own diabetes monitoring and treatment functions.

A student may be authorized to self-administer a stress dose medication to treat the student's adrenal insufficiency with:

1. The written authorization of the student's parent, legal guardian, or person standing in loco parentis; and
2. A written order from the student's treating physician stating that the student:

1) Is capable of completing the proper method of self-administration of the stress dose medication, and
2) Has been instructed on the details of the student's medical condition and the events that may lead to an adrenal crisis.

The parent, legal guardian, or person standing in loco parentis of a student who is authorized to self-administer a stress dose medication shall sign an IHP developed by the school nurse for the school where the student is enrolled. The IHP shall include a requirement for the notification of appropriate staff following the self-administration of a stress dose medication, which shall include the school nurse, teacher of the classroom where the stress dose medication was administered, and a school administrator.

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

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

A student is prohibited from sharing, transferring, or in any way diverting the student's medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler; auto-injectable or nasal spray epinephrine; diabetes medication; stress dose medication; or

combination does not require the student to have such on the student's person. The parent or guardian of a student who qualifies under this policy to self-carry a rescue inhaler; auto-injectable or nasal spray epinephrine; diabetes medication; stress dose medication; or any combination on the student's person shall provide the school with the appropriate medication, which shall be immediately available to the student in an emergency.

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

Emergency Administration of Glucagon and Insulin

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

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

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

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

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

Emergency Administration of Epinephrine

The school nurse or other trained**4** school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an epinephrine, either through an auto-injector or nasal spray, in emergency situations to students who have an IHP that provides for the administration of epinephrine in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained**4** school employee(s) certified to administer epinephrine to administer auto-injector or nasal spray epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

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

The school nurse for each District school shall keep epinephrine on hand that are suitable for the students the school serves. The school nurse or other trained**4** school employee designated by the school nurse as a care provider who has been certified by a licensed physician may administer epinephrine to those students who the school nurse, or other trained**6** school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

2.33 EPINEPHRINE EMERGENCY ADMINISTRATION CONSENT FORM

Student's Name (Please Print)
_____

This form is good for school year _____. This consent form must be updated anytime the student's medication order changes and renewed each year and/or anytime a student changes school.

My child has an IHP that provides for the administration of epinephrine in emergency situations. I hereby authorize the school nurse or other school employee certified to administer auto-injectable or nasal spray epinephrine to administer epinephrine in emergency situations when the individual believes my child is having a life-threatening anaphylactic reaction.

The medication must be in the original container and be properly labeled with the student's name, the ordering provider's name, the name of the medication, the dosage, frequency, and instructions for the administration of the medication (including times). Additional information accompanying the medication shall state the purpose for the medication, its possible side effects, and any other pertinent instructions (such as special storage requirements) or warnings.

Date of health-care provider's order
_____

Circumstances under which Epinephrine may be administered
_____

_____
_____

Other instructions
_____
_____

_____
_____

I acknowledge that the District, its Board of Directors, and its employees shall be immune from civil liability for damages resulting from the administration of auto-injector epinephrine in accordance with this consent form, District policy, and Arkansas law.

Parent or legal guardian signature

_____ Date _____

Emergency Administration of Albuterol

The school nurse or other trained**4** school employees designated by the school nurse as a care provider who have been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol in emergency situations to students who have an IHP that provides for the administration of albuterol in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained**4** school employee(s) certified to administer albuterol to administer albuterol to the student when the employee believes the student is in perceived respiratory distress.

The school nurse for each District school shall keep albuterol on hand. The school nurse or other trained**4** school employee designated by the school nurse as a care provider who has been certified by a licensed physician, advanced practice registered nurse, or physician assistant may administer albuterol to those students who the school nurse, or other trained**4** school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

Emergency Administration of Anti-opioid

The school nurse for each District school shall keep anti-opioid injectors on hand and the school nurse and school resource officer shall possess an anti-opioid at all times when on duty. The school nurse, other school employee, volunteer, or student may administer anti-opioid in accordance with the District's procedures to a student who the school nurse, or other observer, in good faith believes is having an opioid overdose.

An opioid overdose rescue kit shall be placed within all storage locations in the District high school buildings that currently contain an automated external defibrillator for public use. The opioid overdose rescue kits shall be located where it is readily available to the public, be visually free of advertisement, and contain an anti-opioid.

Emergency Administration of Emergency Adrenal Insufficiency Medication

The school nurse or other trained**4** school employees designated by the school nurse as a care provider who have been certified by a licensed physician may administer an injectable emergency dose medication in emergency situations to students who have an IHP that provides for the administration of an injectable emergency dose medication in emergency situations.

The parent of a student who has an authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other trained**4** school employee(s) certified to administer an injectable emergency dose medication to administer an injectable emergency dose medication to the student when the employee believes the student is having an adrenal crisis due to adrenal insufficiency.

Students who have met the requirements to be authorized to self-administer a stress dose medication under this policy shall provide the school nurse an emergency injectable dose of the student's medication. This emergency injectable dose will be used in the event the school nurse, or other school employee certified to administer an injectable emergency dose medication, in good faith professionally believes the student is having an adrenal crisis due to adrenal insufficiency.

Seizure Disorder Medications

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be a written IHP designed to acknowledge and prepare for the healthcare needs of the student. The student's seizure action plan shall be created in collaboration between District staff and the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis or the student if over eighteen (18). As part of the creation of the student's seizure action plan, the student's Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall:

1. Provide the school with written authorization to administer the seizure medication at school;
2. Provide a written statement from the student's healthcare provider that shall contain the following information:

- The student's name;
- The name and purpose of the medication;

- The prescribed dosage;
- The route of administration;
- The frequency that the medication should be administered; and
- The circumstances under which the medication should be administered;

1. Provide the prescribed medication to the school in its unopened, sealed package with the label affixed by the dispensing pharmacy intact, which shall be stored in a safe and secure location accessible only by District personnel or volunteers with training to administer seizure medication.

The written authorization, written statement, and seizure action plan shall be kept on file in the office of the school nurse or school administrator and distributed to any school personnel or volunteers responsible for the supervision or care of the student.

Notes: A.C.A. § 17-87-103(11) provides for the administration of Glucagon, insulin, or both to students suffering from diabetes.

Districts are not under any obligation to "recruit" volunteers and 4.11 of the Rules explicitly states that no employee shall be pressured into volunteering.

A.C.A. § 6-18-711(d) requires that, if a school district provides educational information on immunizations, infectious diseases, medications, or other school health issues to parents and guardians of students, then the following educational information that is created by the Department of Education, in cooperation with the Department of Health, about Type 1 and Type 2 diabetes shall be provided to parents as well:

- A description of Type 1 and Type 2 diabetes;
- A description of the risk factors and warning signs associated with Type 1 and Type 2 diabetes;
- A recommendation to the parent or guardian of a student displaying warning signs associated with Type 1 or Type 2 diabetes that the parent or guardian consult with the student's primary care provider to determine if immediate screening for Type 1 or Type 2 diabetes is appropriate;
- A description of the screening processes for both Type 1 and Type 2 diabetes and of the significance of the stages of Type 1 diabetes;
- A recommendation that, following a Type 1 or Type 2 diabetes diagnosis, the parent or guardian consult with the student's primary care provider to develop an appropriate treatment plan; and
- A statement that the diabetes-related educational information is solely for the purposes of educational information and shall not be considered or construed to be for the purposes of providing a medical diagnosis.

1 Here is a helpful, but not all-inclusive, list of prohibited Schedule II medications: Opium, morphine, codeine, hydromorphone (Dilaudid), methadone, meperidine(Demerol), cocaine, oxycodone (Percodan), amobarbital, pentobarbital, sufentanile, etorphine hydrochloride, phenylactone, dronabinol, secobarbital, and fentanyl.

2The specific authorization should be provided on the doctor's letterhead along with the complete Medication Administration Consent Form (4.35F).

3A student who has surgery or is in an accident may be taking a Schedule II medication outside of those a student may take and be permitted to attend classes under Option 1 or may have been told by the student's

doctor to not attend class during the time the student is taking the Schedule II medication. In such cases, a 504 plan can be developed to cover the duration of the student's recovery, which could include homebound instruction.

4 The training may be received through a nationally recognized organization experienced in training laypersons in emergency health treatment or other persons approved by the Department of Health. Examples of National programs are those provided by the American Heart Association and the American Red Cross. The certification refers to the memorandum of understanding provided by the physician authorizing the school nurse and trained school personnel to administer the medication.

PHYSICAL EXAMINATIONS OR SCREENINGS

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

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

Except in instances where a student is suspected of having a contagious or infectious disease, parents shall have the right to opt their student out of the exams or screenings by using form 4.41F or by providing certification from a physician that he/she has recently examined the student.

2.34 FUND RAISING

Any organization wanting to have a fundraiser must get the approval of the principal at least ten days prior to the event.

2.35 ACTIVITY FUND MANAGEMENT

All activity funds must be managed through the high school office. All expenditures will be paid by check issued by the District's office.

All money must be counted, bound, and deposited with the school secretary Requisitions and Purchase Orders must be issued before any funds will be dispersed Sponsors must return any sales receipts or invoices to the school secretary as soon as possible.

2.36 STUDENT PERSONAL PROPERTY

Students are responsible for their personal property. Students should never leave property

unattended while on break, before class, or during gym classes. Students must never assume an expectation for property that is brought on school grounds. Items such as cell phones or other music players are banned during class time unless specifically instructed by the teacher. If an item is lost or stolen during school hours, the administration will not investigate.

2.37 BOOKBAGS

Students may carry any type of book bag and/or sports bag within reason. The principal will

retain final say on oversized or inappropriate bags. All bags are subject to the search and seizure policy.

2.38 HALL TRAFFIC

During the passing time between classes, students must walk in an orderly manner. They may

not engage in loud, boisterous behavior. Students may not gather in groups. Failure to comply is considered insubordination.

2.39 LUNCH BREAK AND BEFORE SCHOOL

Students should not arrive before 7:30 a.m.

Upon arrival, students are to go to the cafeteria for breakfast or go between the junior high and high school buildings.

Students may not gather in doorways

Students may not go behind buildings or toward the gym area

Students may not stay in the student parking area or sit in vehicles at any time. Students may not engage in disruptive behavior.

On bad weather days, students may enter the multipurpose room. Senior high students may use only senior high bathrooms.

Junior High Students may use only junior high bathrooms.

2.40 EMERGENCY DRILLS AND PROCEDURES

All schools in the District shall conduct fire drills at least monthly. Tornado drills shall also be conducted not fewer than three (3) times per year. Students who ride school buses,**1** shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement, medical professionals, fire department officials, and emergency management personnel. The lockdown drill training will include use of the District's emergency communication method with law enforcement.**2,3** Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.**4**

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

Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's emergency communication with law enforcement method**3**. Students shall be included in the drills to the extent practicable.**4**

Notes: Districts are required to conduct a comprehensive school safety assessment to assess the safety, security, accessibility, and emergency preparedness of district buildings and grounds in collaboration with local law enforcement, fire, and emergency management officials. The school safety assessment must be conducted at least once every three (3) years, with the initial school safety assessment being completed by no later than August 1, 2024. The comprehensive school safety assessment shall be conducted by more than one (1) individual, which must include at least one (1) individual who is not assigned to the district facility being assessed. The comprehensive school safety assessment shall include at least all of the following:

- Safety and security of the site and exterior of buildings;
- Access control;
- Safety and security of the interior of buildings;
- Monitoring and surveillance, including without limitation type and extent;
- Communication and information security;
- Review of emergency operation plans; and
- School climate and culture.

When developing your school safety plan, be sure to review and address the items set forth in A.C.A. § 6-15-1303(j).

When updating your emergency response plan, include the cardiac emergency response plan requirements from A.C.A. § 6-18-713.

1 Students who only ride buses occasionally, such as to go to and/or from a field trip will also have to participate in the evacuation drills.

2 Due to the State opting to not appropriate funding for an emergency communication method with law enforcement, including a panic button alert system, districts are no longer required to have an emergency communication method with law enforcement, such as a panic button alert system, but may continue to do so if they choose. If you choose not to continue to provide an emergency communication method with law

enforcement, remove references to it from this policy. If you choose to continue to provide a panic button alert system as your emergency communication method with law enforcement, A.C.A. § 6-15-1302 requires that a district's Panic Button Alert System meet the following requirements:

1. Connect the caller with 911 while simultaneously notifying designated on-site personnel;
2. Directly integrate into the existing statewide Smart911 system;
3. Be available for use as a smartphone application and have a mechanism for panic notifications to be triggered by non-smartphone wireless callers and landline callers; and
4. Be limited to users designated, approved, and confirmed by school administrators.

Smart911 is required to provide a way for schools to geo-fence the school campus and provide and manage floor plans and other documents to assist emergency responders when they automatically display during a 911 call. Districts are responsible for keeping the floor plans and pertinent emergency contact information for the statewide Smart911 system up to date, which must be done at least annually or if substantial building modifications or changes are made.

3 The purpose of the training is to allow participants to:

- Assess the plan and ability of the district to prevent and respond to a threat on campus;
- Clarify the roles and responsibilities of each individual when an emergency occurs;
- Discuss the logistics of handling an emergency on the school campus;
- Identify areas in which the school safety plan should be modified; and
- Collaborate with local law enforcement, fire, and emergency management officials.

4 Student involvement will need to be worked out school by school and determined relative to grade and age considerations in conjunction with the actual content of the drill. There may be drills conducted that do not include any students due to the explicit nature of the drill and the age of the students while a drill in another school would include students. There are so many facets of responding to a school intruder/shooting incident that it's difficult to know when your planning has dealt with all the contingencies. A good resource on active shooter drills is the "I Love You Guys" Foundation, which was created by the parents of the victim of the school shooting at Platte Canyon High School in Colorado to develop a protocol to advance school safety. The Foundation has **free** materials for districts that can be a big help when developing protocols and training for both personnel and students. A description of the Foundation's recommended protocol and the materials can be found at http://iloveuguys.org/srp.html. An additional resource is the Federal government's "Federal School Safety Clearinghouse", which is located at[schoolsafety.gov](about\:blank). Some of these sites' information could also be applied to the other emergency plans required by

2.41 DELIVERIES FOR SPECIAL OCCASIONS

Flowers or other gifts delivered to the school on special occasions will be stored in the office

until the end of the school day. During students' last period, they are called to the office to claim their gifts. On Valentine's Day the gifts will be assembled in the Multipurpose Room during each lunch shift and school personnel will distribute gifts.

2.42 SCHOOL PHONE USE

If a student needs to contact home or parent/guardian, the school secretary will make the call for the student. In some cases, the counselor or school nurse may call home for the student. Phones in the gym or other areas of the school are not for student use unless the student is making a call with supervision to pass on critical information.

2.43 SPECIAL EDUCATION SERVICES

The district shall provide a free appropriate public education and necessary related services to all children with disabilities residing within the district, as required under the Individuals With Disabilities Education Act ("IDEA"), Section 504 of the Rehabilitation Act of 1973, the Americans With Disabilities Act, and Arkansas Statutes.

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

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

2.44 HOMELESS STUDENTS

Coordinate and collaborate with the State Coordinator, community, and school personnel responsible for education and related services to homeless children and youths;

Ensure that public notice of the educational rights of the homeless children and youths is disseminated in locations frequented by parents or guardians of such youth, and unaccompanied homeless youths, including schools, shelters, public libraries, and soup kitchens, in a manner and form that is easily understandable.

Ensure that school personnel receive Professional development and other support regarding their duties and responsibilities for homeless youths;

Ensure that unaccompanied homeless youths:

For the purposes of this policy "school of origin" means:

Notwithstanding Policy 4.1, homeless students living in the district are entitled to enroll in the district's school that non-homeless students who live in the same attendance area are eligible to attend. If there is a question concerning the enrollment of a homeless child due to a conflict with Policy 4.1 or 4.2, the child shall be

immediately admitted to the school in which enrollment is sought pending resolution of the dispute, including all appeals. It is the responsibility of the District's LEA liaison for homeless children and youth to carry out the dispute resolution process.

o Are enrolled in school;

o Are informed of their status as independent students under the Higher Education Act of 1965 and that they may obtain assistance from the LEA liaison to receive verification of such status for purposes of the Free Application for Federal Student Aid;

o Have opportunities to meet the same challenging State academic standards as other children and youths; and

Receive appropriate time and training in order to carry out the duties required by law and this policy;

The Board directs the superintendent to ensure procedures are in place for the implementation of special education services and that programs are developed to conform to the requirements of state and federal legislation. The superintendent is responsible for appointing a district coordinator for overseeing district fulfillment of its responsibilities regarding students with disabilities.1 Among the coordinator's responsibilities shall be ensuring district enforcement of the due process rights of students with disabilities and their parents.

The District shall do one of the following according to what is in the best interests of a homeless child:

The Junction City School District will afford the same services and educational opportunities to homeless children as are afforded to non-homeless children. The Superintendent or his/her designee shall appoint an appropriate staff person to be the local educational agency (LEA) liaison for homeless children and youth whose responsibilities shall include, but are not limited to:

The school that a child or youth attended when permanently housed or the school in which the child or youth was last enrolled, including a preschool; and the designated receiving school at the next grade level for all feeder schools when the child completes the final grade provided by the school of origin.

To the extent possible, the LEA liaison and the building principal shall work together to ensure no homeless child or youth is harmed due to conflicts with District policies solely because of the homeless child or youth's living situation; this is especially true for District policies governing fees, fines, and absences.

1\. Continue the child's or youth's education in the school of origin for the duration of homelessness: In any case in which a family becomes homeless between academic years or during an academic year; and for the remainder of the academic year, if the child or youth becomes permanently housed during an academic year; or

2\. Enroll the child or youth in any public school that nonhome less students who live in the attendance area in which the child or youth is actually living are eligible to attend.

In determining the best interest of the child or youth, the District shall:

o Presume that keeping the child or youth in the school of origin is in the child's or youth's best interest, except when doing so is contrary to the request of the child's or youth's parent or guardian, or (in the case of an unaccompanied youth) the youth;

o Consider student-centered factors related to the child's or youth's best interest, including factors related to the impact of mobility on achievement, education, health, and safety of homeless children and youth, giving priority to the request of the child's or youth's parent or guardian or (in the case of an unaccompanied youth) the youth.

If the District determines that it is not in the child's or youth's best interest to attend the school of origin or the school requested by the parent or guardian, or (in the case of an unaccompanied youth) the youth, the District shall provide the child's or youth's parent or guardian or the unaccompanied youth with a written explanation of the reasons for its determination, in a manner and form understandable to such parent, guardian, or unaccompanied youth, including information regarding the right to appeal.

For an unaccompanied youth, the District shall ensure that the LEA liaison assists in placement or enrollment decisions, gives priority to the views of such unaccompanied youth, and provides notice to such youth of the right to appeal.

The homeless child or youth must be immediately enrolled in the selected school regardless of whether application or enrollment deadlines were missed during the period of homelessness.

The District shall be responsible for providing transportation for a homeless child, at the request of the parent or guardian (or in the case of an unaccompanied youth, the LEA Liaison), to and from the child's school of origin.

A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.

For the purposes of this policy, students shall be considered homeless if they lack a fixed, regular, and adequate nighttime residence and:

Are:

1. Sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
2. Living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations;

c. Living in emergency or transitional shelters; Abandoned in hospitals; or

d. Have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;

e Are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and

f. Are migratory children who are living in circumstances described in clauses (a) through (c)

In accordance with Federal law, information on a homeless child or youth's living situation is part of the student's education record and shall not be considered, or added, to the list of directory information in Policy 4.13.

2.45 STUDENTS WHO ARE FOSTER CHILDREN

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

The Superintendent or the superintendent's designee shall appoint an appropriate staff person to be the local educational liaison for foster children and youth whose responsibilities shall include ensuring the timely school enrollment of each foster child and assisting foster children who transfer between schools by expediting the transfer of relevant educational records.**1**

The District, working with other individuals and agencies shall, unless the presiding court rules otherwise or DHS grants a request to transfer under Foster Child School Choice, ensure that the foster child remains in the foster child's school of origin, even if a change in the foster child's placement results in a residency that is outside the district. In such a situation, the District will work with DHS to arrange for transportation to and from school for the foster child to the extent it is reasonable and practical.**2**

Upon notification to the District's foster care liaison by a foster child's caseworker that a foster child's school enrollment is being changed to one of the District's schools, the school receiving the child must immediately enroll the foster child. Immediate enrollment is required even if a child lacks the required clothing, academic or medical records, or proof of residency.**3**

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

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

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

Foster Child School Choice

If DHS approves a request from a foster parent, or the foster child if the foster child is eighteen (18) years of age, to transfer to another school in the District or into the district as being in the best interest of the foster child, the District shall allow the foster child to transfer to another school in the District or into the District if

the foster parent, or the foster child if the foster child is eighteen (18) years of age, submits a request to transfer on a form approved by DESE that is postmarked by no later than June 1 of the year the student seeks to begin the fall semester at another school in the District or in the District.

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

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

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

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

- Graduates from high school; or
- Transfers to another school or school district under:

* The Foster Child School Choice Act;
* Opportunity Public School Choice Act;
* The Public School Choice Act of 2015; or
* Any other law that allows a transfer.

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

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

2.46** **PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE

The Pledge of Allegiance shall be recited

1. During the first class period of each school day;
2. At the commencement of each school-sanctioned after-school assembly; and

3. At the commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the Pledge may be recited at only one (1) of the school-sanctioned sporting events.

Students choosing to participate in the recitation of the Pledge shall do so by facing the flag with their right hands over their hearts, or in an appropriate salute if in uniform, while reciting the Pledge. Students choosing not to participate shall either stand or sit quietly while the other students recite the Pledge.

Students shall not be compelled to recite the Pledge, but students who choose not to recite the Pledge shall not disrupt those students choosing to recite the Pledge. Students choosing not to recite the Pledge who do not disrupt those students who choose to recite the Pledge shall not be subject to any comments, retaliation, or disciplinary action.

Following the recitation of the Pledge, there shall be an observance of one (1) minute of silence. During the one (1) minute of silence, each student may reflect, pray, meditate, or engage in any other silent activity that is not likely to interfere with or distract another student. Students who do not disrupt the one (1) minute of silence shall not be subject to any comments, retaliation, or disciplinary action.

2.47—NATIONAL ANTHEM

Each school in the District shall broadcast The Star-Spangled Banner at:

- The commencement of each school-sanctioned sporting event; however, if two (2) or more school-sanctioned sporting events occur on the same day at the same school, then the broadcast of The Star-Spangled Banner may be performed at only one (1) of the events; and
- At least one (1) time each week during school hours.

The broadcast of The Star-Spangled Banner shall be selected from any recording that adheres to the Division of Elementary and Secondary Education (DESE) Rules, or, when appropriate, performed from original sheet music that adheres to DESE rules by:

- A school-sanctioned band program;
- A school-sanctioned chorale program, vocal group, or vocalist; or
- The attendees of a school-sanctioned event led by a vocalist selected by the principal of the school hosting the school-sanctioned event.

Students shall not be compelled to participate in the performance of The Star-Spangled Banner, but students who choose not to participate in the performance of The Star-Spangled Banner shall not disrupt those students choosing to participate in the performance of The Star-Spangled Banner. Students choosing not to participate in the performance of The Star-Spangled Banner who do not disrupt the participation of performance of The Star-Spangled Banner shall not be subject to any comments, retaliation, or disciplinary action.

2.48 ENGLISH LANGUAGE LEARNERS

The district shall utilize the special needs funding it receives for identified English Learners (EL) on activities, and materials listed in the DESE Rules Governing Student Special Needs Funding.

The expenditures of EL supplemental funding shall be evaluated at least annually to determine their overall effectiveness. The evaluation shall specifically address how the use of EL funds is in alignment with the district's district strategic plan in addressing identified achievement gaps and student performance deficiencies.

2.49 FOOD SERVICES

Students in Junior High and High School should not skip a meal. The district expects each child to eat a nutritional lunch each day. Call your student's school office to get information about free and reduced lunches.

When a child arrives at school, he/she may purchase breakfast until 7:50am. Students are not permitted to eat breakfast after 8:00am, unless he/she has been delayed by the bus.

Each student should pay for lunch in their homeroom. It is recommended they pay by the week or month in advance. Please place in a marked envelope designating the allocation. If you prefer that your child, bring his/her lunch each day or on any particular day, send money accordingly.

A good, well-balanced menu is served in the cafeteria each day. The menu for the week is published in the El Dorado newspaper.

Parents/grandparents are welcome to have lunch with their students. Please go by the office or

cafeteria and pay for an adult lunch and get a visitor's pass.

2.50 SCHOOL MEAL MODIFICATIONS

The district only provides modified meal components on menus to accommodate students with a disability. A parent/guardian wishing to request dietary accommodations for their student with a disability must submit to the district's Director of Child Nutrition a medical statement completed by a State licensed healthcare professional, which includes:

· Physicians, including those licensed by:

o The Arkansas State Medical Board;

o The Arkansas State Board of Chiropractic Examiners (Chiropractors);

o The Arkansas Board of Podiatric Medicine (Podiatrists);

· Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);

· Physician Assistants (PAs who work in collaborative practice with a physician); and

· Dentists.

The medical statement should include:

1\. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;

2\. An explanation of what must be done to accommodate the disability, which may include:

a. Food(s) to avoid or restrict;

b. Food(s) to substitute;

c. Caloric modifications; or

d. The substitution of a liquid nutritive formula.

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

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

Parents may file a grievance regarding the request for accommodations with the District's 504

Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The

504 coordinators shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request.

The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

51. **FOOD SERVICE PREPAYMENT

Meal Charges

The district does not provide credit for students to charge for meals, a la carte, or other food and beverage items available for purchase in the school food service areas. Meals, a la carte, or other food and beverage items may be purchased by either providing payment for the items at the time of receipt or by having a prepaid account with the District that may be charged for the items. Parents, or students choosing to do so, may pay in advance for meals, a la carte, or other food and beverage items through any of the following methods:

- Submitting cash or check payment during homeroom lunch count
- Submitting Cash or check to food service representative at cafeteria check-in station

A student's parents will be contacted by authorized District personnel regarding a student's prepaid account balance when the account is depleted.

Unpaid Meal

In accordance with Arkansas law, the District allows students whose accounts do not have enough funds to purchase a meal to receive an unpaid reimbursable meal at no charge. The District will notify a student's parents

When the student's prepaid account balance has dropped to the point that the student will begin receiving unpaid meals;

- Each time the student receives the first unpaid meal after money has been deposited into the student's prepaid account; and

After the student has received five (5) unpaid meals.

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

2.52 Dragon Virtual School (DVS) Guidelines – See the JCHS online Student Handbook for the DVS policies. Students enrolled in the DVS will be counted absent and receive zeros if the student does not participate in assigned work and interactive teacher instruction.

1. Virtual Classroom Constitution

- Be Respectful
- Do your work
- Participate Daily
- Be on Time

2.

Student Responsibilities

- Log in daily
- Ask Questions
- Participate daily in discussions
- Be on time for deadlines
- Use your own work
- Be an active member of the virtual community

Prepare for Success

- Set up your device in a place that is quiet and as free of distractions as possible. For example, setting up your device in the living room with the TV on will not help you learn!

- Dress properly for participating in virtual classrooms. Students should not be in their pajamas/sleepwear during virtual class settings.

Access Google Classroom - Access Google Classroom at the beginning of each week.

- Each of your teachers will use Google Classroom to provide you with weekly assignments.

- You will need to access the Google Classroom to access these assignments, view resources to help you complete the work, and to submit the work for feedback and grading.

Connect in Go Guardian - Access Go Guardian at the beginning of each virtual class. Each of your teachers will post a link to his/her virtual classroom.

- Click the link to join each virtual classroom when it is time for the class to start.

- Remember to always use your DVS username and password to login. Virtual Class Etiquette:

Be professional and respectful at all times in the Go Guardian Virtual Classroom. Virtual school follows the same expectations as in person school. Students are expected to be respectful and professional at all times. During each virtual class, students should:

- Type “hand” to ask questions, answer questions, and participate in discussions without interrupting the teacher or other students.

- Use appropriate language when communicating orally or via the chat feature in the virtual classroom.

- Avoid abbreviations, such as LOL, when sharing responses.

- Refrain from engaging in distracting behavior, such as texting or posting to social media.

All aspects of the DVS and Junction City Student Handbook rules apply to Virtual School, including but not limited to the use of inappropriate language or gestures, bullying, etc.

Plan for Success!

- Make a weekly “class schedule” to help keep yourself on track. Most students have eight classes on their schedule.

- If each teacher assigns you two classwork assignments in this learning format it requires much more discipline and independence from students, because you will not have your teachers monitoring you as closely as when we are in school. Therefore, it is critical that you make a weekly “class schedule” for yourself and that you try to stick to it.

- Reach out to your teachers for help when you need it. Each of your teachers will provide online “Office Hours” to provide extra help for students who need it. Pay attention to Google Classroom to find out when your teacher will be available each week so that you can take advantage of their help.

Submit Assignments on Time - • Submit weekly assignments no later than 11:59 pm each Friday.

- Each week you will be assigned two classwork assignments and one assessment in each class. You can complete the work at your own pace, but all assignments must be uploaded by Friday evening each week.

Review, Revise, and Be Rewarded!

- Review written feedback from your teachers and check your grades regularly. Your teachers will continue to give you feedback and grades just as if you were in school.

- Review your feedback and check grades in Google Classroom regularly to monitor your progress and achieve your best!

2.53—STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT

Definitions

"Aversive behavioral intervention" means a physical or sensory intervention program that is intended to modify behavior through the use of a substance or stimulus that the intervention implementer knows will cause physical trauma, emotional trauma, or both, to a student, even when the substance or stimulus appears to be pleasant or neutral to others.

Examples of aversive behavioral interventions include, but are not limited to:

- Hitting;
- Pinching;
- Slapping;
- Using a water spray;
- Using noxious fumes;

- Requiring extreme physical exercise;
- Using loud auditory stimulus;
- Withholding meals; and
- Denying reasonable access to toileting facilities.

"Behavioral intervention" means the implementation of a service, support, or strategy to teach and increase appropriate behavior or substantially decrease or eliminate behavior that is dangerous, inappropriate, or otherwise impedes the learning of a student.

"Behavior Intervention Plan" (BIP) means a written plan that:

- Is developed by a problem-solving and intervention team and delineates emotional, social, or behavioral goals for a student and the steps that the school, student, parent of the student, and others will take to positively support the progress of the student towards the student's emotional, social, or behavioral goals;
- Is comprised of practical and specific strategies to increase or reduce a defined behavior or one (1) or more patterns of behavior exhibited by a student; and
- Includes the following at a minimum:

* A definition or description of the desired target behavior or outcome in specific measurable terms;
* A plan for preventing and eliminating inappropriate student behavior by changing a condition that is triggering, motivating, underlying, or supporting that behavior as determined through a FBA;
* A plan for teaching a student to demonstrate appropriate social, emotional, or behavioral self-management, or a new method to address or meet the student's needs;
* A description of how a specific incentive or consequence will be used as needed to decrease or eliminate inappropriate student behavior and increase appropriate behavior;
* A plan for managing a crisis situation;
* A system to collect, analyze, and evaluate data about the student;
* The school personnel, resources, and training needed before implementation of the BIP; and
* The timeline for implementing different facets of an intervention, including without limitation when the intervention will be formally reviewed.

"Chemical restraint" means the use of a drug or medication to control the behavior of a student or restrict the free movement of the student; however, chemical restraint does not include the use of medication that is prescribed by a licensed physician, or other qualified health professional acting within the scope of the individual's professional authority under state law, for the standard treatment of a medical or psychiatric condition of a student and is administered as prescribed by the licensed physician or other qualified health professional acting within the scope of the individual's professional authority under state law.

"Crisis" means a situation in which a student engages in a behavior that threatens the health and safety of the student or others and includes without limitation a situation in which the student becomes aggressive or violent at school and is unable to regain self-control without posing a danger of injury to the student or others.

"Crisis intervention" means the implementation of a service, support, or strategy to immediately stabilize a crisis and prevent the crisis from reoccurring after the crisis ends.

"Dangerous behavior" means the behavior of a student that presents an imminent danger of serious physical harm to the student or others; however, dangerous behavior does not include the following:

- Disrespect;
- Noncompliance;
- Insubordination; or
- Destruction of property that does not create an imminent danger.

"De-escalation" means the use of a behavior management technique that helps a student increase the student's control over the student's emotions and behavior and results in a reduction of a present or potential level of danger that in turn reduces the level of imminent danger of serious physical harm to the student or others.

"Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.

"Functional Behavior Assessment" (FBA) means a problem analysis step that:

- Occurs within the context of data-based problem-solving and involves:
* The review of existing records and other sources of information;
* Diagnostic or historical interviews;
* Structured academic or behavioral observations; and
* Authentic, criterion-referenced, or norm-referenced tests; and

- Is performed with the goal of determining why a specific problem or situation is occurring in order to directly link a strategic intervention to an assessment and solve or resolve the specific problem or situation.

- "Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.

- "Mechanical restraint" means the use of a device or equipment to restrict the free movement of a student; however, mechanical restraint does not include a device that is used by trained school personnel or a student for a specific and approved therapeutic purpose or safety purpose for which the device was designed or prescribed or a vehicle safety restraint that is appropriately used in the manner for which it was designed during the transport of a student in a moving vehicle.

- "Physical escort" means a temporary touching or holding of the hand, wrist, arm, shoulder, or back of a student for the purpose of redirecting or inducing the student to move to a safe location.

- "Physical restraint" means a personal restriction that immobilizes or reduces the ability of a student to move the student's torso, arm, leg, or head freely; however, physical restraint does not include a physical escort.

- "Prone restraint" means restraining a student in a face-down position on the floor or another surface and applying physical pressure to the body of the student to keep the student in the prone position.

- "Serious physical harm" means bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty.

- "Supine restraint" means the restraint of a student in a face-up position on the student's back on the floor or another surface and with physical pressure applied to the body of the student to keep the student in the supine position.

Multi-Tiered Behavioral Interventions

- The District shall establish a multi-tiered system of behavioral interventions for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior.

Behavior Intervention Team

- A behavior intervention team (BIT) shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The BIT shall include members who are academic and behavioral assessment and intervention professionals.

- A student's BIT shall:

1. Work with the teachers of a student to complete a FBA of the student and an assessment of any problematic situations involving the student;
2. Consider the need for a BIP with the goal of preventing or resolving the social, emotional, or behavioral difficulty of the student and developing a response that will de-escalate and stabilize a potential emergency situation that approaches the danger level; and
3. Regularly review the data on incidents involving the use of physical restraint on the student and adjust, as necessary, the procedures concerning the use of physical restraint on the student.

Special education procedures shall be followed if a student is suspected of having a disability that relates to behavioral concerns.

Physical Restraint

Except in the case of a clearly unavoidable emergency situation in which a trained member of school personnel is not immediately available due to the unforeseeable nature of the emergency situation, the physical restraint of a student shall only be used by a member of school personnel who is appropriately trained to administer physical restraint.

When using physical restraint on a student, school personnel shall:

- use the least restrictive technique necessary to end imminent danger or serious physical harm to a student and others;
- Use the safest method available and appropriate to the situation;

- Consider the health and safety of a student, including without limitation whether the student has an existing medical condition that makes the use of physical restraint inadvisable;
- Not restrict the ability of a student to communicate unless the use of a less restrictive technique will not prevent imminent danger of serious physical harm to the student or others;
- Use only the amount of force that is reasonably necessary to protect a student or others from imminent danger of serious physical harm to the student or others;
- Not verbally abuse, ridicule, humiliate, taunt, or engage in any other similar action towards the student; and
- continuously and visually observe and monitor the student while the student is under physical restraint.

Physical restraint of a student shall only be used for a limited period of time and shall not be used:

- When imminent danger or serious physical harm to the student or others dissipates;
- If a medical condition occurs that puts the student at risk of harm;
- Unless the behavior of the student poses an imminent danger of serious physical harm to the student or others;
- After the threat of imminent danger of serious physical harm to the student or others dissipates; or
- In the following manner:

* To punish or discipline the student;
* To coerce the student;
* To force the student to comply;
* To retaliate against the student;
* To replace the use of an appropriate educational or behavioral support;
* As a routine safety measure;
* As a planned behavioral intervention in response to behavior of the student that does not pose an imminent danger of serious physical harm to the student or others;
* As a convenience for school personnel; or
* To prevent property damage unless the act of damaging property committed by the student poses an imminent danger or serious physical harm to the student and others.

Even in an emergency, supine restraint shall not be used on a student except by a staff person who has been certified by a crisis intervention training program and the certified staff person determines that supine restraint is required to provide safety for the student and others.

At no time shall school personnel use the following on a student:

- Mechanical restraint;
- Chemical restraint;
- Aversive behavioral interventions that compromise health and safety;
- Physical restraint that is life-threatening or medically contraindicated; or
- Prone restraint or other restraint that restricts the breathing of a student.

Following the first incident of physical restraint used on a student, an FBA shall be conducted unless a previous FBA was conducted for the same behavior that was at issue when the physical restraint was used.

The use of physical restraint on a student as a planned behavioral intervention shall not be included in a student's IEP, 504 Plan, BIP, individual safety plan, or other individual planning document but may be considered as a crisis intervention if appropriate for the student. A student's IEP team or 504 Plan team shall consider whether an FBA should be performed; if a BIP should be developed for the student or if a student's existing BIP should be revised; and if additional behavioral goals and interventions should be included in the student's existing IEP or 504 Plan.

Parents may submit complaints regarding an incident involving the use of physical restraint on their student. A complaint shall be referred for review to the appropriate school personnel:

- The student's BIT;
- The student's IEP team; or
- The student's 504 Plan team.

A complaint by a parent shall be handled by the appropriate District staff in the same manner as a debrief following the use of physical restraint on a student.**1**

Use of a physical restraint technique that is abusive shall be reported to the Child Abuse Hotline and law enforcement.

Reports and Debriefing

	After the occurrence of an incident involving physical restraint of a student, the building principal, or the principal's designee, shall be notified of the incident as soon as possible but by no later than the end of the school day when the incident occurred.

The student's parent shall be notified of the incident of the use of physical restraint via verbal or electronic communication as soon as possible but by no later than the end of the school day when the incident occurred. In the event the student's parent is unable to be notified via verbal or electronic communication within twenty-four (24) hours after the incident occurred, then the parent shall be mailed written notification of the incident within forty-eight (48) hours after the incident occurred.

school personnel involved in the incident shall document the incident in a written report, which is to be completed within twenty-four (24) hours after the incident occurred. The written report of the incident shall:

1. Include all information contained in the Division of Elementary and Secondary Education (DESE) Physical Restraint or Seclusion Incident Record and Debriefing Report;
2. Be maintained in the student's education record; and
3. Be provided to the student's parent within one (1) school day of the completion of the report.

A debriefing meeting shall be held within two (2) school days after the incident occurred. The following school personnel shall be present at the debriefing meeting:**2**

1. A member of school personnel who was present during the incident;

2. A member of school personnel who was in the proximity of the student on whom physical restraint was used immediately before and during the time of the incident;
3. A school administrator; and
4. Any other member of school personnel determined to be appropriate by the District.

The purpose of the debriefing meeting shall be to:

- Determine whether the procedures used during the incident were necessary;
- Evaluate the use of any behavioral supports and de-escalation techniques by school personnel before and during the incident;
- Evaluate the school district's behavioral intervention procedures and prevention techniques in order to minimize future use of physical restraint; and
- If a trained member of school personnel was not immediately available due to the unforeseeable nature of the emergency situation when the incident occurred:

* Reevaluate the training needs of school personnel;
* Reevaluate the physical restraint policy and practices; and
* Develop a plan to prevent a future incident.

At a debriefing meeting, school personnel shall:

1. Consider relevant information in the student's education record, including without limitation:

1) The concerns of the student's parent;
2) The student's social and medical history;
3) The student's FBA, if one exists; and
4) The student's BIP, if one exists;

2. Consider relevant information from the teachers, parents, and other District professionals;
3. Discuss whether the District's behavioral intervention procedures were appropriately implemented;
4. Discuss the duration and frequency of the use of physical restraint on the student;
5. Discuss appropriate action that may be taken to prevent and reduce the need for physical restraint;
6. Consider whether additional intervention and support is necessary for the student;
7. Consider whether additional intervention and support is necessary for school personnel; and
8. Consider how and when to debrief a person who was not present at the debriefing meeting, including without limitation:

1) The student;
2) The student's parent; and
3) Other school personnel or students who witnessed the incident.

DESE's Physical Restraint or Seclusion Incident Record and Debriefing Report, or an alternative report that includes the same information, shall be completed during the debriefing meeting. A copy of the report shall be:

- Submitted to the building principal;
- Mailed to the student's parent within two (2) days of the date on which the debriefing meeting was held; and
- Maintained as part of the student's education record along with other documents consulted during the debriefing meeting.

Notes: A copy of the DESE Guidance on the Use of Restraint along with the Physical Restraint or Seclusion Incident Record and Debriefing Report can be found at: https://dese.ade.arkansas.gov/Offices/special-education/policy-regulations/guidance-and-resources.

1 There is nothing in the statute that requires the complaint to be handled in the same manner as a debriefing. This is intended only as a default method as you are required to have procedures governing the handling of a parental complaint. After consultation with appropriate staff, replace this language with your local procedures on how a complaint will be handled.

2 While you can, and should, add additional staff members to the list of those required to attend a debriefing meeting, A.C.A. § 6-18-2407 requires these individuals be included at a minimum.

2.54 STUDENT USE OF ARTIFICIAL INTELLIGENCE

Definitions

"Artificial Intelligence (AI) Tools" means Software applications or platforms that utilize machine learning algorithms to perform tasks typically requiring human intelligence, such as generating content, providing recommendations, or solving problems. For purposes of this policy, AI tools does not include the use of spell check or grammar check.

The purpose of this policy is to establish guidelines for the responsible use of AI tools by District students. The policy applies to all students enrolled in the District and covers the use of AI tools when completing District assignments or projects.

The district shall provide teachers and students resources and education on AI literacy and digital citizenship. The District shall establish a committee who shall be responsible for the review and selection of AI tools that shall be available for students to use. All AI tools selected by the committee shall comply with applicable state and federal data privacy laws. Students shall only use AI tools that were approved by the District committee for classroom assignments or projects.

Teachers are responsible for providing instructions on when and how AI tools may be used for classroom assignments. Students may use AI tools as approved by their classroom teacher to enhance learning and develop future-ready skills.

Students should use AI tools ethically and responsibly, aligning with the district's educational objectives, and in a manner that does not harm themselves or others. As part of using AI tools responsibly, students should

be cautious about the information they provide to AI tools and consult with a teacher if unsure. At no time shall Students share personal, sensitive, or confidential information with AI tools, especially AI tools requiring data input.

When a student uses AI tools, a student shall:

Review and verify the accuracy of content that is generated by an AI tool;

Cite AI tools used as part of an assignment or project as a source, following District citation guidelines; and

Be transparent about their use of AI in completing assignments.

Students must ensure all submitted work is their own and properly acknowledge or cite any assistance from AI tools. Students are encouraged to ask questions if they are unsure about the acceptable use of AI tools.

The following actions regarding AI tools are strictly prohibited:

- Misuse of AI tools for cheating, plagiarism, or any form of academic dishonesty, including the submission of assignments that were fully generated by an AI tool and presented as original student work;
- Altering or falsifying academic documents or records using AI tools;
- Using AI tools to:

* Gain unauthorized access to District systems; or
* Bypass District security measures;

- Using AI tools to produce misleading or false information, imagery, or any form of false outputs about themselves, other students, or staff members.

Students should report any inappropriate content or security concerns encountered while using AI tools to a teacher or administrator.

Violations of this policy shall be handled in accordance with the District’s disciplinary procedures.

2.55 ANTISEMITISM PROHIBITED

“Antisemitism” means a certain perception of Jews, which may be expressed as hatred toward Jews. Rhetorical and physical manifestations of antisemitism are directed toward Jewish or non-Jewish individuals and/or their property, toward Jewish community institutions and religious facilities. Antisemitism may be expressed in speech; writing; visual forms; and actions, and employs sinister stereotypes and negative character traits.

The following are examples of actions, when taken as a whole, that may constitute antisemitism:

- The targeting of the state of Israel, conceived as a Jewish collectivity;
- Charging Jews with conspiring to harm humanity;

- Calling for, aiding, or justifying the killing or harming of Jews in the name of a radical ideology or an extremist view of religion;
- Making mendacious, dehumanizing, demonizing, or stereotypical allegations about Jews as such or the power of Jews as collective — such as, especially but not exclusively, the myth about a world Jewish conspiracy or of Jews controlling the media, economy, government or other societal institutions;
- Accusing Jews as a people of being responsible for real or imagined wrongdoing committed by a single Jewish person or group, or even for acts committed by non-Jews;
- Denying the fact, scope, mechanisms (e.g., gas chambers) or intentionality of the genocide of the Jewish people at the hands of National Socialist Germany and its supporters and accomplices during World War II (the Holocaust);
- Accusing the Jews as a people, or Israel as a state, of inventing or exaggerating the Holocaust;
- Accusing Jewish citizens of being more loyal to Israel, or to the alleged priorities of Jews worldwide, than to the interests of their own nations;
- Denying the Jewish people their right to self-determination, e.g., by claiming that the existence of a State of Israel is a racist endeavor;
- Applying double standards by requiring of Israel a behavior not expected or demanded of any other democratic nation;
- Using the symbols and images associated with classic antisemitism (e.g., claims of Jews killing Jesus or blood libel) to characterize Israel or Israelis;
- Drawing comparisons of contemporary Israeli policy to that of the Nazis; or
- Holding Jews collectively responsible for actions of the state of Israel.

Antisemitism does not include criticism of Israel similar to the criticism leveled against any other country.

Discrimination and harassment based on antisemitism is expressly prohibited.

The District shall appoint an individual to act as the District's Title VI Coordinator, who shall be responsible for investigating any complaints of discrimination or harassment based on antisemitism. The District shall:

1. Include contact information for the Title VI Coordinator in information that is provided to staff, students, and parents; and
2. Provide the following on the District website that may be accessed through a link titled "Antisemitism/Title VI":

1) The District's definition of antisemitism;
2) A statement that antisemitism is prohibited in the District's educational programs and activities;
3) A statement that complaints of discrimination or harassment based on antisemitism may be filed with the Title VI Coordinator;
4) Contact information for the District's Title VI Coordinator; and
5) Information on how to file a complaint of antisemitism with the Title VI Coordinator at the Arkansas Department of Education.

A student or a student's parent may contact the District Title VI Coordinator directly with any complaints of discrimination or harassment based on antisemitism. District employees are responsible for timely notifying the District Title VI Coordinator of any complaints they receive or incidents they witness of discrimination or harassment based on antisemitism.

Complaints of discrimination or harassment based on antisemitism shall be investigated and handled in accordance with Policy 6.7—COMPLAINTS.

A student who is found to have violated the provisions of this policy may be subject to discipline, up to and including expulsion.

The District Title VI Coordinator shall report an incident or complaint of discrimination or harassment under this policy to the Arkansas Department of Education Title VI Coordinator.

In addition to the filing of a complaint under this policy, complaints of discrimination or harassment based on antisemitism may be submitted directly to the Title VI Coordinator at the Arkansas Department of Education.

Nothing in this policy shall be construed to diminish or infringe upon any right protected under the First Amendment to the United States Constitution or Arkansas Constitution, Article 2, §§ 4, 6, and 24.

SECTION THREE - STUDENT CONDUCT AND DISCIPLINE

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

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

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to:

- A felony or an act that would be considered a felony if committed by an adult;
- An assault or battery;
- Drug law violations; or
- Sexual misconduct of a serious nature.

Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.**1**

The District shall incorporate the District's multi-tiered behavioral intervention procedures in accordance with Policy 4.60 in the application of student discipline.

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

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

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

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

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

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

Note: **1** To satisfy a student's due process rights, for events both on and off campus, make sure that all special education requirements are met when those requirements apply.

3.20—DISRUPTION OF SCHOOL

Definitions

"Appropriate interim learning environment" means an appropriate learning environment that is used for a period of time not to exceed ten (10) days.

"Appropriate learning environment" means a setting within the District that provides a similar structure to the following, without limitation:

1. Students are expected to help maintain a safe, orderly, and productive learning environment. The following behaviors are prohibited:
2. ● Occupying or blocking school buildings, property, hallways, doorways, or traffic areas in a way that prevents others from using or accessing them.
3. ● Disrupting or interfering with classes, school activities, meetings, assemblies, or other school functions.
4. ● Preventing other students from attending class or participating in school activities.
5. ● Creating excessive noise or engaging in behavior that interferes with teaching, learning, or school operations.
6. ● Using violence, threats, intimidation, harassment, coercion, fear, passive resistance, or any other conduct that disrupts the normal operation of the school.
7. ● Refusing to identify yourself when requested by a teacher, administrator, school bus driver, security officer, or other school employee.
8. ● Disrupting class by talking without permission, making unnecessary noise, refusing to participate in assigned work, sleeping, refusing to pay attention, eating without permission, or engaging in any behavior that distracts from learning.
9. ● Posting on social media or using electronic communications in a way that disrupts the school environment or threatens campus safety.
10. ● Encouraging or helping other students violate school rules or School Board policies.
11. Violations of these rules may result in disciplinary action according to school policy.

A student who is removed from class shall:

- Be sent to the office of the principal or the principal's designee;
- Be escorted from the classroom by the school administration if the student refuses to leave the classroom voluntarily;
- Not be returned to the teacher's class until a conference is held; and
- Be placed in another appropriate classroom learning environment until the conference is completed.

The conference shall be held for the purpose of:

1. Determining the causes of the problem that led to the student's removal and possible solutions;
2. Serving as a manifestation determination review if the student removed from the class is a student with a disability;
3. Determining if a behavioral threat assessment is necessary for the student who was removed from the class due to violent behavior.

The following individuals shall be present at the conference:

1. The principal or the principal's designee;
2. The teacher;
3. The school counselor;
4. A 504/special education representative (if applicable);
5. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis; and

6. The student, if appropriate.

The failure of the parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis to attend the conference shall not prevent the conference from being held nor prevent any action from being taken as a result of that conference.

Following the conclusion of the conference, the principal or the principal's designee may take any of the following actions against a student who was removed from class:

- Place the student into another appropriate learning environment or into in-school suspension;
- Except for a student who was removed for violent or abusive behavior, return the student to the class; or
- Take other appropriate action consistent with the District's discipline policy, state law, and federal law.

A student who is removed from class three (3) times during the same school year shall be placed in another appropriate learning environment for the remainder of the school year.

The District shall follow all requirements under the IDEA and 504 for students with a disability, including those surrounding a change in placement.

3.0 Due Process

Before disciplinary action is administered, the student will be advised of the rule and the infraction and the basis for the accusation. If the student disagrees with the accusation, the principal or designee will permit the student to state his/her position which shall be considered before disciplinary action is taken. The Superintendent, Principal, or designee may alter or adjust discipline action if extenuating circumstances exist or if the severity of the offense dictates a more severe discipline action based on the welfare of the school in general. For offenses that do not result in expulsion, the superintendent may be appealed to by

the student's parent/ guardian. If expulsion is recommended, the Junction City Board of Directors will

hold a hearing to determine if the expulsion is upheld and the duration of the expulsion.

3.1 SEARCH, SEIZURE, AND INTERROGATIONS

Students are entitled to the guarantees of the fourth amendment, and they are subject to reasonable searches and seizures. School officials are empowered to conduct reasonable searches of students and school property when there is reasonable cause to believe that students may be in possession of drugs, weapons, alcohol, and other materials (contraband) in violation of school policy or state law. Students who bring contraband onto school grounds may be searched in order to secure the school environment so learning can take place and to protect other students from any potentially harmful effects stemming from the contraband. School property shall remain under the control of school officials, and shall be subject to search. The administration may utilize canines and metal detectors (magnetometers) as provided in the Administrative Procedures.

Definitions

CONTRABAND

all substances or materials, the presence of which is prohibited by school policy or state law, including but not limited to, controlled substances, drugs, alcohol, or alcoholic beverages, abuse of glue, aerosol paint, or any other substance that may cause a euphoric feeling, guns, knives, weapons, and incendiary devices.

REASONABLE CAUSE

is the standard for search on school property or at school-related events which is based on the school official's specific reasonable inferences which he or she is entitled to draw from the facts in light of the school official's experience. Specific reasonable inferences may be drawn from instances including but not limited to, a tip from a reliable student, suspicious behavior which suggests that contraband is present, a smell indicating the presence of the contraband or a bulge in a pocket, etc. Reasonable cause should not be based on a mere hunch.

SCHOOL PROPERTY

refers to student lockers, desks, and other such property owned by the school. The school exercises exclusive control over the school property, and students should not expect privacy regarding items placed on school property because school property is subject to search at any time by school officials. Students are responsible for whatever is contained in desks and lockers issued to them by the school.

AUTOMOBILES

Automobiles on school property are subject to search by a school official if a school official has reasonable cause to believe that contraband is in or on the automobile.

THE PERSON

Students and their effects are subject to being searched by school officials if a school official has reasonable cause to believe that the student is in possession of contraband.

If a search of the student is conducted:

● An adult witness shall be present when the search is conducted, and

● A pat down search of a student's person will be done by a school official of the same sex.

USE OF CANINES

To maintain a safe and drug-free campus, the school administration is authorized to use trained, certified canines to detect illegal contraband.

Where Canines Search

- School Property: Dogs may sniff lockers, desks, common areas, and school-owned property at any time.

- Vehicles: Dogs may sniff the exterior of any automobile parked on school grounds.

- Reasonable Cause: If a trained dog alerts to a locker or vehicle, school officials have immediate reasonable cause to conduct a physical search of that area.

USE OF METAL DETECTORS (MAGNETOMETERS)

State law and school policy strictly prohibit weapons of any kind on school property or at school-sponsored events. To ensure student safety, the school is authorized to use stationary or mobile metal detectors under specific conditions.

Screening Process and Activations

- First & Second Alarm: If the detector goes off, you will be asked to remove all metal objects from your person (such as keys, coins, or belts) and walk through or be scanned again.

- Third Alarm: If the detector activates a third time after you have removed your metal items, you will be escorted to a private room away from other students.

- Private Search: Once in the private room, school officials will follow standard school search protocols to locate the source of the alarm.

3.2 Disciplinary Assignments

In the event a student violates a school conduct rule he or she may be subject to one of these disciplines.

3.2.1—Detention Hall: Detention may be assigned by a teacher for minor infractions of school rules or it may be assigned by the principal or designee in accordance with the handbook. Detention (D-Hall) is held in the monitor's classroom. Students are informed of D-Hall rules at the beginning of each session. The D-Hall monitor may dismiss a student and refer him/ her for insubordination if the student fails to comply with D-Hall rules.

3.2.2—Corporal Punishment

The Junction City School Board authorizes the use of corporal punishment to be administered in accordance with this policy by the Superintendent or the superintendent's designated staff members who are required to have a state-issued license as a condition of their employment.

Prior to the administration of corporal punishment, the student receiving the corporal punishment shall be given an explanation of the reasons for the punishment and be given an opportunity to refute the charges.

All corporal punishment shall be administered privately, i.e. out of the sight and hearing of other students, shall not be excessive, or administered with malice, and shall be administered in the presence of another school administrator or designee who shall be a licensed staff member employed by the District.

Corporal punishment shall not be used as a form of discipline for a student who is intellectually disabled, non-ambulatory, non-verbal, or autistic.

3.2.3—In-School Suspension (ISS): ISS is assigned as an alternative to out of school suspension. During a student's assignment to ISS, he/she is removed from the general student population. ISS does not count toward absences and does not penalize grades. The principal or designee only may assign ISS. ISS is generally assigned in three-day periods, but ISS may be assigned for longer periods or may be used in-conjunction with out of school suspension. While students are assigned to ISS, they must be totally compliant with the rules and directions of the ISS monitor. Students who are referred for insubordination while assigned ISS will be suspended out of school.

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

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

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

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

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

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

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

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

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

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

- A primary call number;

* The contact may be by voice, voice mail, or text message.

- An email address;
- A regular first-class letter to the last known mailing address.

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

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

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

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

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

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

3.2.5-- Expulsion:

EXPULSION

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

 Deemed to be of such gravity that suspension would be inappropriate;

 Where the student's continued attendance at school would disrupt the orderly learning environment; or

 Would pose an unreasonable danger to the welfare of other students or staff.

Expulsion shall not be used to discipline a student in kindergarten through fifth (5th) grade unless the student's

behavior:

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

b. Causes a serious disruption that cannot be addressed through other means; or

c. Is the act of bringing a firearm on school campus.

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

The hearing shall be conducted not later than ten (10) school days 1 following the date of the notice, except that representative of the Board and student may agree in writing to a date not conforming to this limitation.

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

Board shall be in open session.

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

the appropriateness or relevance of any questions asked during the hearing.

Except as permitted by policy 4.22, the Superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm prohibited on school campus by law. The Superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis of a student enrolling from another school after the expiration of an expulsion period for a weapons policy violation shall be given a copy of the current laws regarding the possibility of parental responsibility for

allowing a child to possess a weapon on school property. The parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school.

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

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

Notes: To satisfy a student's due process rights, make sure that all the IDEA requirements are met for students receiving special education services.

1 The ten (10) school days are on a traditional school calendar. If your district uses a 4x4 block schedule, the number of days of suspension will need to be modified accordingly.

3.3 Disciplinary Offenses and the Resulting Actions

The Junction City School District employs professional educators who have the authority to make

disciplinary actions based on their judgments. If a teacher observes an infraction of the discipline policies of this school his/her word is final. The principal or designee will assign discipline that may result in a conference with the student and/ or parent, D-Hall, ISS, suspension or expulsion. Discipline may be assigned to a student when the student's behavior is a disruption to the operation of the school even though the student's behavior may not be addressed in an explicit policy. The principal or designee will contact the parent/ guardian of students who extensively violate school rules. For each of the disciplinary actions found

in this policy there is a minimum and maximum action. Generally, the minimum for a disciplinary action is a conference and the maximum is expulsion.

3.3 PROHIBITED CONDUCT

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

1. Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
2. Disruptive behavior that interferes with orderly school operations;
3. Willfully and intentionally assaulting or threatening to assault or physically abusing any student or school employee;
4. Possession of any weapon that can reasonably be considered capable of causing bodily harm to another individual;
5. Possession or use of tobacco in any form on any property owned or leased by any public school;
6. Willfully or intentionally damaging, destroying, or stealing school property;
7. Possession and use of a personal electronic device except as authorized by Policy 4.47 or by the student's IEP or 504 Plan;
8. Possession, selling, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
9. Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
10. Inappropriate public displays of affection;
11. Cheating, copying, or claiming another person's work to be his/her own;
12. Gambling;
13. Inappropriate student dress;
14. Use of vulgar, profane, or obscene language or gestures;
15. Truancy;
16. Excessive tardiness;
17. Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, sexual orientation, gender identity, or disability;
18. Possess, view, distribute or electronically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form;
19. Hazing, or aiding in the hazing of another student;
20. Gangs or gang-related activities, including belonging to secret societies of any kind, are forbidden on school property. Gang insignias, clothing, "throwing signs" or other gestures associated with gangs are prohibited;
21. Sexual harassment;
22. Bullying;
23. Operating a vehicle on school grounds while using a wireless communication device;
24. Theft of another individual's personal property;

25. Antisemitism.

3.3.1 Insubordination to Authority: Students are expected to comply with the directions of faculty members. Offenses that are considered insubordination include but are not limited to the following acts:

a. General Classroom Disturbance

b. Disregard of Directions or Commands

c. Rude Attitude Toward Staff

d. Lack of Materials for Class

e. Use of Vulgar or Inappropriate Language

f. Eating or Drinking in Classrooms

g. Loud Unnecessary Noise in Hallways

h. Failure to Safely Operate a Vehicle

i. Dress Code Violations

j. Earbuds and headphones without permission from staff.

k. Returning to a Student Vehicle After First Bell

l. Entry in to Prohibited Areas (Student Parking, Behind Buildings, Gym, Elementary Campus)

m. Littering

n. Horseplay or Disruptive Behavior

o. Public Display of Affection

p. Lying to Staff Member

q. Cheating

r. Possession of Laser Pointer

s. Possession of Noise Making Device

t. Marking on Desk or Walls (Direct to Clean Surface and Insubordination)

u. Possession of lighter or matches

· **Resulting Disciplinary Action for Insubordination: TIER 3**

First Offense: Disciplinary Conference, One D-Hall

Second Offense: Two D-Halls **Third Offense:** Three days ISS. **Fourth Offense:** Five days ISS

Fifth Offense: Suspend out of School 3-5 days

Sixth Offense: Suspend out of School 5-10 Days **Seventh Offense:** Recommend Expulsion

3.3.2 Unexcused Tardy: Students who are not seated and ready to begin class are considered tardy. Teachers shall send students to the office for a tardy slip. Tardies shall be recorded by office staff.

HIGH SCHOOL TARDY CONSEQUENCES

● First period tardies will result in a lunch detention the same day unless a parent call or a note is received.

The fifth 1st period tardy will result in ISS.

Tardies between class:

● Tardy #4: Detention will be assigned.

● Tardy #5: Detention will be assigned.

● Tardy #6 and beyond: ISS will be assigned by the principal.

Tardy counts will begin anew at the beginning of the second semester.

Not every situation can be covered concerning tardiness or absences. There will be extenuating circumstances. The principal reserves the right to deal with each tardy issue on an individual basis.

3.3.3 Failure to Get Admit after Absence: Admits are written for excused and unexcused absences in the Atrium of the high school building. Any student who fails to get an admit between 7:30 and 7:46; will receive a D-Hall.

3.3.4 Truancy: Students must be in their assigned classes or areas at all times. Any student who is out of class without a hall pass shall be considered truant. Students who leave campus without properly signing-out are truant. Students who are anywhere without their supervising teacher's knowledge are truant.

Resulting Disciplinary Action

1. **First Offense:** Three to Five Days ISS

2. **Second Offense:** Five days ISS

3. **Third Offense:** Five to Ten Days ISS

4. **Fourth Offense:** Recommend Expulsion

3.3.5 Disrespect to Faculty or Staff (including substitute teachers and support staff): Students will respond to staff in a respectful manner both in tone and actions. Disrespect will be handled according to the severity of the act.

3.3.5.1 First Degree Disrespect: The student is blatantly disrespectful toward a staff member; he/she directs profanity at a staff member; he/she becomes so argumentative or belligerent that he/she does not respond to commands to report to the office.

· **Resulting Disciplinary Action**

1. **First Offense:** Five to Ten Day Out of school Suspension

2. **Second Offense:** Recommend Expulsion

3.3.5.2 Second Degree Disrespect: The student is initially belligerent toward the staff member but refrains from excessive defiance and complies with the request to report to the office.

· **Resulting Disciplinary Action**

1. **First Offense:** Five days ISS

2. **Second Offense:** Three to Five Day Suspension

3. **Third Offense:** Five to Ten Day Suspension

3.3.5.3 Third Degree Disrespect: A student is outwardly rude toward a teacher either by tone of voice or through actions that may be perceived as disrespectful. Multiple disrespect referrals can be handled as the previous offense. Example – two third degree disrespect referrals can be handled as a second-degree disrespect referral.

· **Resulting Disciplinary Action**

1\. **First Offense**: Three days ISS

2\. **Second Offense**: Five Days ISS

3\. **Third Offense**: Three Days Suspended

4. **Fourth Offense**: Five to Ten day Suspended

3.3.6 Fighting: A fight occurs when two students decide to settle their differences with violence. Fighting is against the rules regardless of the reason(s). If a student feels threatened by another student, he/she should report the problem to the principal, designee, counselor, or a teacher. There is a big difference between fighting and criminal assault. Fights that involve more than two participants are subject to much stronger penalties including expulsion and arrest by law enforcement. The penalty for fighting increases dramatically when the participants are ordered to stop by school personnel and they disregard commands or continue to be loud and abusive.

Resulting Disciplinary Action

1. First Offense: 5 days ISS

2. Second Offense: Results in a meeting with a parent/guardian in the superintendent's office with the superintendent, Principal, student. 3-5 Day Suspension possible depending on severity of fight.

Third Offense: Results in a meeting with a parent/guardian in the superintendent's office with the superintendent, Principal, student. 10 days Suspended; Review Discipline for Expulsion

3.3.6.1 Verbal Disputes: When students argue in a disruptive manner whether in class or between classes and cause a disruption they shall be disciplined in the following manner. Other infractions of the handbook may occur and the infraction with the greater penalty will apply.

· **Resulting Disciplinary Action:**

1. First offense: If students stop confrontation upon staff's request, students

may receive a disciplinary warning, D-Hall, or corporal punishment. If students continue after being ordered to stop, they may be assigned ISS or suspended up to 5-10 days.

2. Second Offense: Minimum 5 days ISS. Maximum 5-10 days suspended.

3. **Third Offense**: Minimum 3 days suspension. Maximum recommendation expulsion

3.3.7—BULLYING

Definitions

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

“Bullying” means the intentional harassment, intimidation, humiliation, ridicule, defamation, or threat or incitement of violence by a student against another student or public-school employee by a written, verbal, electronic, or physical act that:

1. May address an attribute of the other student, public school employee, or person with whom the other student or public-school employee is associated;
2. Involves an actual or reasonably perceived power imbalance;
3. Is repeated or has a high likelihood of repetition; and
4. Causes or creates actual or reasonably foreseeable:

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

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

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

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

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

- Incite violence towards a student, school employee, or person with whom the other student or school employee is associated.

Cyberbullying of School Employees includes, but is not limited to:

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

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

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

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

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

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

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

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

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

1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:

1) Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
2) Prepare a written report of the alleged incident of bullying;

2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (5th) school day following the completion of the written report.
3. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student who was the alleged victim in a credible report of bullying whether the investigation found the credible report or complaint of bullying to be true and the availability of counseling and other intervention services.
4. Notify within five (5) days following the completion of the investigation the parent, legal guardian, person having lawful control of the student, or person acting in loco parentis of the student who is alleged to have been the perpetrator of the incident of bullying:

1) That a credible report or complaint of bullying against their student exists;
2) Whether the investigation found the credible report or complaint of bullying to be true;
3) Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
4) Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;

5. Make a written record of the investigation, which shall include:

1) A detailed description of the alleged incident of bullying, including without limitation a detailed summary of the statements from all material witnesses to the alleged incident of bullying;
2) Any action taken as a result of the investigation; and

6. Discuss, as appropriate, the availability of counseling and other intervention services with students involved in the incident of bullying.

Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred.**1** In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.

Notice of what constitutes bullying, the District's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus.**2** Parents, legal guardians, person having lawful control of a student, persons standing in loco parentis, students, school volunteers, and employees shall be given copies of the notice annually.**3**

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

To prevent multiple, simultaneous investigations into the same alleged conduct, if the facts that support an alleged incident of bullying may also constitute a violation of another District policy; State or Federal law; State rule; or Federal regulation, then the District shall investigate and dispose of the alleged incident of bullying in accordance with the other applicable District policy; State or Federal law; State rule; or federal regulation in lieu of the requirements of this policy.

3.3.8—DRUGS AND ALCOHOL

An orderly and safe school environment that is conducive to promoting student achievement requires a student population free from the deleterious effects of alcohol and drugs. Their use is illegal, disruptive to the educational environment, and diminishes the capacity of students to learn and function properly in our schools. Therefore, no student in the Junction City School District shall possess, attempt to possess, consume, use, distribute, sell, buy, attempt to sell, attempt to buy, give to any person, or be under the influence of any substance as defined in this policy, or what the student represents or believes to be any substance as defined in this policy.

This policy applies to any student who:

 Is on or about school property;

 Is in attendance at school or any school sponsored activity;

 Has left the school campus for any reason and returns to the campus; or

 Is on route to or from school or any school sponsored activity.

Prohibited substances shall include, but are not limited to:

o Alcohol, or any alcoholic beverage;

o Inhalants or any ingestible matter that alter a student's ability to act, think, or respond;

o LSD or any other hallucinogen;

o Marijuana; 1

o Cocaine, heroin, or any other narcotic drug;

o PCP;

o Amphetamines;

o Steroids;

o “Designer drugs”;

o Look-alike drugs; or

o Any controlled substance.

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

Note: The possession or use of marijuana on school campus is prohibited even if a student has a medical marijuana patient card. The Arkansas Constitution Amendment 98 § 6 states:

(a) This amendment does not permit a person to:

(2) Possess, smoke, or otherwise engage in the medical use of marijuana:

(A) On a school bus;

(B) On the grounds of a daycare center, preschool, primary or secondary school, college, or university; In general, Amendment 98 requires that a student with a patient card have any positive drug test be treated as if marijuana were any other prescription drug. Amendment 98 requires the student be actively impaired before the district can take any action, which is restricted as follows:

(b) This amendment does not require:

(6) A public school to permit a qualifying patient who is a student to be present on school grounds, to attend a school event, or to participate in extracurricular activities in violation of the public school’s student discipline policies when a school office has a good faith belief that the behavior of the qualifying patient is impaired.

Resulting Disciplinary Action

1. **First Offense:** Results in a meeting with a parent/guardian in the superintendent's office with the superintendent, Principal, student. Student will be suspended for ten days. Recommend expulsion. Each case will be investigated fully by school authorities. In certain instances, the school may forgo expulsion proceedings if there are extenuating circumstances. A student **selling** drugs or alcohol on school grounds or at school sponsored events shall be recommended for expulsion for up to one year from the date of the offense.

2. **Second Offense: ** Results in a meeting with a parent/guardian in the superintendent's office with the superintendent, Principal, student. The student shall be expelled up one year from the date of the offense.

For a student found in possession of drugs or alcohol to be readmitted into the Junction City School District, the parents/ guardians of the student must prove that the student is enrolled in an alcohol/ drug treatment program. The cost of the program shall rest upon the parent/ guardian.

3.3.9 POSSESSION OR USE OF TOBACCO, ELECTRONIC NICOTINE DELIVERY SYSTEMS, AND/OR RELATED PRODUCTS

Smoking, use, or possession of tobacco or products containing tobacco in any form (including, but not limited to, cigarettes, cigars, chewing tobacco, and snuff) in or on any real property owned or leased by the Junction City School District, including

school buses owned or leased by the District are prohibited. Students who violate this policy may be subject to legal proceedings in addition to student disciplinary measures. With the exception of recognized tobacco cessation products, this policy's prohibition includes any tobacco or nicotine delivery system or product. Specifically, the prohibition includes any product that is manufactured, distributed, marketed, or sold as e-cigarettes, e-cigars, e-pipes, or under any other name or descriptor.

	 Resulting Disciplinary Action

1. **First Offense:** Three Days ISS

2. **Second Offense:** Five Days ISS

3. **Third Offense:** Three to Five Day Suspension

3.3.10 Theft of Property: A student who commits an act of theft while under the supervision of the school district will be subject to an investigation by law enforcement. The student must return property unharmed or replace property with one of equal or greater value. The student must

return any stolen money.

Resulting Disciplinary Action

1. **First Offense:** Five Days ISS

2. **Second Offense:** Three to Ten Day Suspension

3. **Third Offense:** Recommend Expulsion

3.3.11 4.22—WEAPONS AND DANGEROUS INSTRUMENTS

Definitions:

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

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

“Weapon” means any:

 Firearm;

 Knife;

 Razor;

 Ice pick;

 Dirk;

 Box cutter;

 Nun chucks;

 Pepper spray, mace, or other noxious spray;

 Explosive;

 Taser or another instrument that uses electrical current to cause neuromuscular incapacitation; or

 Any other instrument or substance capable of causing bodily harm.

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

o in a school building;

o On or about school property;

o at any school sponsored activity or event;

o on route to or from school or any school sponsored activity; or

o Off the school grounds at any school bus stop.

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

otherwise provided for in this policy.

Except as permitted in this policy, students found to be in possession on the school campus of a firearm shall be recommended for expulsion for a period of one (1) year. The superintendent shall have the discretion to modify such expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians of students expelled under this policy shall be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property. Parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to readmitting the student. Parents or legal guardians of a student enrolling from another school after the expiration of an expulsion period for a firearm policy violation shall also be given a copy of the current laws regarding the possibility of parental responsibility for allowing a child to possess a firearm on school property.

The parents or legal guardians shall sign a statement acknowledging that they have read and understand said laws prior to the student being enrolled in school. The mandatory expulsion requirement for possession of a firearm does not apply to a firearm brought to school for the purpose of participating in activities approved and authorized by the district that include the use of firearms. Such activities may include ROTC programs; hunting safety or military education; or before or after- school hunting or rifle clubs. Firearms brought to school for such purposes shall be brought to the school employee designated to receive such firearms. The designated employee shall store the firearms in a secure location until they are removed for use in the approved activity. The district shall report any student who brings a firearm to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

Notes: 1 The exemption is for IDEA purposes where the possession can reasonably be associated with the student's disability. To be eligible for ESEA funds, the federal Department of Education requires an assurance that the district:

1. Is in compliance with the State law requiring the one-year expulsion; and

2. A description of the circumstances surrounding expulsions imposed under the one-year expulsion requirement, including:

A. The name of the school concerned;

B. The number of students expelled from the school; and

C. The type of firearms concerned.

This requirement applies even in the instances where the district exercised its option to modify the expulsion requirement on a case-by-case basis. The DOE Guidance on the Gun Free Schools Act prohibits the use of the case-by-case option to avoid “over-all compliance with the one-year expulsion requirement. In order to modify the expulsion recommendation, the superintendent must provide a written explanation behind the modification under the Federal law.

3.3.12 Student Assault or Battery:

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

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

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

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

Resulting Disciplinary Action

1. **Battery or the Threat of Battery Directed at a Staff Member:** The student will be recommended for expulsion not less than one year

2. **Battery or the Threat of Battery Directed at Another Student:** The circumstances of the situation will dictate disciplinary action. But if the incident involves an act of violence, the student may be suspended or recommended for expulsion. Other less serious incidents may result in ISS.

3. **Repeated Offense:** Recommend Expulsion

3.3.13 Possession of Fireworks: The possession of certain fireworks is covered under the dangerous weapons policy. Possession of common consumer type fireworks is serious because of the potential danger of fire or injury.

Resulting Disciplinary Action

1. **First Offense:** 5-10 Days ISS

2. **Second Offense:** 5-10 Day Suspension

o Discharging fireworks during school will be considered dangerous weapon

(Refer to dangerous weapon policy)

3.3.14 Gangs and Gang-type Activities:

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

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

1. Wearing or possessing any clothing, bandanas, jewelry, symbol, or other sign associated with membership in, or representative of, any gang;
2. Engaging in any verbal or nonverbal act such as throwing signs, gestures, or handshakes representative of membership in any gang;
3. Recruiting, soliciting, or encouraging any person through duress or intimidation to become or remain a member of any gang; and/or
4. Extorting payment from any individual in return for protection from harm from any gang.

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

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

Resulting Disciplinary Action

1. **Discipline may include assignment to ISS, suspension, or expulsion.**

2. **Acts of violence traced to gang activity will result in expulsion.**

3.3.15 Laser Pointers or other Distracting Items: Students shall not possess any hand-held laser pointer while in school; on or about school property, before or after school; in attendance at school or any school-sponsored activity; on route to or from school or any school-sponsored activity; off the school grounds at any

school bus stop or at any school-sponsored activity or event. School personnel shall seize any laser pointer from the student possessing it and the student may reclaim it at the close of the school year, or when the student is no longer enrolled in the District.

Resulting Disciplinary Action: Insubordination; refer to 3.4.1

3.3.16 Destruction of Property (Intentional):

· **Resulting Disciplinary Action:**

1. **First Offense:** Five Days ISS and pay cost of damage

2. **Second Offense:** Three Day suspension or Ten days ISS

3. **Third Offense:** Five to ten Day suspension or recommended expulsion

3.3.17 Destruction of Property (Accidental): Pay damages

3.3.18 Gambling: Students may not engage in wagering or gambling while at school

Resulting Disciplinary Action

1. **First Offense:** Three Days ISS

2. **Second Offense:** Five Days ISS or Three-Day Suspension

3. **Third Offense**: Five Days suspension

**CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY

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

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

Students are eligible to receive district bus transportation if they meet the following requirements. The transportation to and from school of students who have lost their bus transportation privileges is the responsibility of the student's parent or guardian.

*The Junction City School District will provide bus transportation for all students who live within the boundaries of the JCSD. School buses only pick-up on public roads and highways. Bus routes do not include private driveways unless the driver must make a turnaround with the consent of the landowner.

*Should a student with an IEP violate the District's Code of Conduct related to bus behavior, an IEP Manifestation Determination meeting will be held within ten school days to determine appropriate bus discipline for major infractions.

Students are to follow all District rules for riding a school bus. The bus driver may change seating arrangements that best suit his/her bus. Students must follow these rules:

1. No Loud Talking
2. No Eating or Drinking
3. No Gum Chewing
4. Sit facing front with feet on floor
5. No standing or moving about while bus is in motion

Fighting, disrespect, throwing objects and other more serious offenses are covered in the handbook.

Resulting Disciplinary Action

1. **First Offense:** One D-Hall
2. **Second Offense:** Three days ISS
3. **Third Offense:** Five Day Bus Suspension
4. **Fourth Offense:** Remainder of Semester Bus Suspension

3.3.20— Possession and Use of Cell Phones and Other Electronic Devices

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

NO student may possess or use any personal electronic device during the normal school day. This begins at first bell and ends with the last bell. This policy includes:

● Cellular telephone;

● Mobile telephone that offers advanced computing and internet accessibility;

● Digital media player;

● Portable game console;

● Tablet, notebook, or laptop computer;

● Digital camera;

● Digital video or audio recorder;

● Smart watch; and

● Any device that can connect and transmit data through Bluetooth technology.

To protect the security of statewide assessments, no electronic device, as defined in this policy, shall be accessible by a student at any time during assessment administration unless specifically permitted by a student's individualized education program (IEP) or individual health plan;**1** this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy's disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student's use during assessment administration to the extent the student is using the District provided device to complete the assessment.

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

All cell phones and other devices (including smart watches) must be powered off and remain off until the student leaves campus or has permission from an administrator. The device must be stored in the cases provided by the district. **The student can't have the phone or other electronic device on their person**.

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

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

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

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

10. The student and/or the student's parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated. Confiscated devices may be picked up at the school's administration office by the student's parents or guardians.**2** Students have no right of privacy as to the content contained on any electronic devices that have been confiscated.**3** A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32—SEARCH, SEIZURE, AND INTERROGATIONS.

11. Students who use school issued cell phones and/or computers for non-school purposes, except as permitted by the district's Internet/computer use policy, shall be subject to discipline, up to and including suspension or expulsion. Students are forbidden from using school issued cell phones while driving any vehicle at any time. Violation may result in disciplinary action up to and including expulsion.**4**

12. No student shall use any wireless communication device for the purposes of browsing the internet; composing or reading emails and text messages; or making or answering phone calls while driving a motor vehicle that is in motion and on school property. Violation may result in disciplinary action up to and including suspension.**5**

Resulting Disciplinary Action

1. **First Offense**: Item held for five school days overnight in the office and must be picked up by a parent/guardian.
2. **Second Offense: ** Item held for five school days and must be picked up by a parent/guardian. The student will have 3 days of ISS.
3. **Third Offense:** Item held in the office for five school days and a parent or guardian has to come to the office to retrieve the item. The student will have 5 days ISS.
4. **Fourth Offense:** Student's device will be held in office for 10 days and must be picked up by the parent/Guardian. The student will be recommended for suspension for 3 days.
5. **Fifth Offense:** Device held in the office for 10 days and must be picked up by the parent/guardian. Students will be recommended for suspension for 10 days.
6. **Sixth Offense:** Device held in the office for 10 days and must be picked up by the parent/guardian. Students will be recommended for possible expulsion.

Refusal to turn the device into the office or refusal by the student or parent to leave the device in the office:

7. **1st offense** will result in a 3 day suspension and no phone on campus the rest of the school year.
8. **2nd offense** will result in a 5 day suspension and no phone on campus the rest of the school year.
9. **3rd offense** will result in a 10 day suspension and no phone on campus the rest of the school year.
10. **4th offense** will result in recommendation of expulsion

3.3.21 Violation of Dress Code:

STUDENT DRESS AND GROOMING

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

standards of decency. Dress Code

The Junction City School District recognizes that clothing and appearance are personal choices. However, students are expected to dress in a manner that supports a safe, respectful, and positive learning environment. Student's dress and grooming must be clean, safe, modest, and respectful of the learning environment.

Students are prohibited from wearing, while on the school grounds during the school day and at school-sponsored events, clothing that exposes underwear, buttocks, or the breast of a female.

🚫 Prohibited Clothing & Items

- Revealing Tops: No tank tops, halter tops, or shirts that show cleavage or your stomach (even when your arms are raised).

- Short Bottoms: Shorts, skirts, skorts, and dresses must be longer than your fingertips when your arms hang at your sides. No running shorts with side V-cuts.

- Sagging & Unbuckled Clothes: Pants must be worn at the waist (use a belt if needed). Overalls must have both straps buckled.

- Leggings: Tights and leggings must be covered by a proper outer garment.

- Sleepwear: No pajamas, sleep pants, house shoes, or blankets.

- Headwear & Sunglasses: No hats, caps, hoods, or sunglasses inside the building. (Exceptions: Toboggans may be worn outside in extreme cold; baseball/softball caps are allowed only during field practice).

- Dangerous Items: No hanging belt chains or any clothing/hairstyles that pose a safety hazard in labs, PE, or art class.

🚫 Forbidden Graphics & Symbols

- No advertisements for alcohol or tobacco.

- No sexually suggestive text or imagery (such as "Hooters" or “Playboy” shirts).

- No gang-related attire, including bandannas worn on the head or hanging from pockets.

No inflammatory or disruptive symbols, insignias, or badges. This rule applies to the regular school day, ball games, and all school-sponsored events.

R**esulting Disciplinary Action**

1. **Referral for Insubordination (Refer to 3.4.1)**

3.3.22 Grooming and Body Piercing: Students’ hair, facial hair, clothing, and personal hygiene should be sanitary and neat. The school district reserves the right to require students’ appearance to be neat and non-offensive. Body piercing shall not be overtly distracting. Students may be required to alter display of piercings if they are deemed offensive or distracting.

Resulting Disciplinary Action

1. **Referral for Insubordination (Refer to 3.3.1)**

3.3.23 Immoral or Indecent Acts: Students may not engage in any act that is deemed as indecent or profane while on school grounds or at a school sponsored activity. These acts may include but are not limited to engaging in consensual sexual acts, exposing one’s self, possession or distribution of pornography, speaking in explicitly sexual or profane language, or engaging in any other act that is against the moral fiber of society.

Resulting Disciplinary Action

1. **First Offense:** The circumstances of the offense will be investigated.

Action may include ISS, suspension or expulsion

2. **Second Offense:** Recommend Expulsion

3.3.24 Failure to Serve D-Hall:

Resulting Disciplinary Action

1. Add one D-Hall after first failure to serve.

2. Write a referral after a third failure to serve.

3. Assign student ISS or Corporal Punishment.

3.3.25 Excessive D-Halls: D-Halls are recorded by semester. After ten D-Halls a student will be assigned three days ISS

3.3.26 False Activation of Fire Alarm or Falsely Initiating an Emergency:

Resulting Disciplinary Action

First Offense: Suspend three days (Contact Law Enforcement)
Second Offense: Recommend Expulsion

3.3.27 Disruption of School: No student shall by the use of violence, force, noise, coercion, threat, intimidation, fear, passive resistance, or any other conduct, intentionally cause the disruption of any lawful mission, process, or function of the school, or engage in any such conduct for the purpose of causing disruption or obstruction of any lawful mission, process, or

function. Nor shall any student encourage any other student to engage in such activities or behave in a manner that incites riots.

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

· **Resulting Disciplinary Action**

o the disturbance shall be investigated fully by the administration and may result in the suspension or expulsion of individuals who willfully attempt to disrupt the educational process.

o Students, who receive multiple referrals and/ or cause a substantial disruption of the function of the school, shall be recommended for expulsion to the Board when the expulsion of a student is in the best interest of the school as a whole.

Student Sexual Harassment:

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

The District believes the best policy to create an educational environment free from sexual harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sexual harassment. The informational materials and training on sexual harassment shall be age appropriate and, when necessary, provided in a language other than English or in an accessible format. The informational materials and training shall include, but are not limited to:

- The nature of sexual harassment;
- The District's written procedures governing the formal complaint grievance process;**1**
- The process for submitting a formal complaint of sexual harassment;
- That the district does not tolerate sexual harassment;
- That students can report inappropriate behavior of a sexual nature without fear of adverse consequences;
- The supports that are available to individuals suffering sexual harassment; and
- The potential discipline for perpetrating sexual harassment.

Definitions

"Complainant" means an individual who is alleged to be the victim of conduct that could constitute sexual harassment.

"Education program or activity" includes locations, events, or circumstances where the District exercised substantial control over both the respondent and the context in which the sexual harassment occurs.

"Formal complaint" means a document filed by a complainant or signed by the Title IX Coordinator alleging sexual harassment against a respondent and requesting an investigation of the allegation of sexual harassment.

"Respondent" means an individual who has been reported to be the perpetrator of conduct that could constitute sexual harassment.

"Sexual harassment" means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:

1) Conditions the provision of an aid, benefit, or service of the District on an individual's participation in sexual conduct;**2** or
2) Uses the rejection of sexual conduct as the basis for academic decisions affecting that individual;**2**

2. The conduct is:

1) Unwelcome; and
2) Determined by a reasonable person to be so severe, pervasive, and objectively offensive that it effectively denies a person equal access to the District's education program or activity; or

3. Constitutes:

1) Sexual assault;
2) Dating violence
3) Domestic violence; or
4) Stalking.

"Supportive measures" means individualized services that are offered to the complainant or made available to the respondent designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party. The supportive measures must be non-disciplinary and non-punitive in nature; offered before or after the filing of a formal complaint or where no formal complaint has been filed; and offered to either party as appropriate, as reasonably available, and without fee or charge. Examples of supportive measures include, but are not limited to: measures designed to protect the safety of all parties or the District's educational environment, or deter sexual harassment; counseling; extensions of deadlines or other course-related adjustments; modifications of work or class schedules; campus escort services; mutual restrictions on contact between the parties; changes in work or class locations; leaves of absence; and increased security and monitoring of certain areas of the campus.

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

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

- Making sexual propositions or pressuring for sexual activities;
- Unwelcome touching;
- Writing graffiti of a sexual nature;
- Displaying or distributing sexually explicit drawings, pictures, or written materials;
- Performing sexual gestures or touching oneself sexually in front of others;
- Telling sexual or crude jokes;
- Spreading rumors related to a person's alleged sexual activities;
- Discussions of sexual experiences;
- Rating other students or employees as to sexual activity or performance;

- Circulating or showing e-mails or Web sites of a sexual nature;
- Intimidation by words, actions, insults, or name calling; and
- Teasing or name-calling related to sexual characteristics or the belief or perception that an individual is not conforming to expected gender roles or conduct or is homosexual, regardless of whether or not the individual self-identifies as homosexual or transgender.

Students who believe they have been subjected to sexual harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sexual harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. If the District staff member who received a report of alleged sexual harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sexual harassment. As soon as reasonably possible after receiving a report of alleged sexual harassment from another District staff member or after receiving a report directly through any means, the Title IX Coordinator shall contact the complainant to:

- Discuss the availability of supportive measures;
- Consider the complainant's wishes with respect to supportive measures;
- Inform the complainant of the availability of supportive measures with or without the filing of a formal complaint; and
- explain to the complainant the process for filing a formal complaint.

Supportive Measures

The District shall offer supportive measures to the complainant and make supportive measures available to the respondent that are designed to restore or preserve equal access to the District's education program or activity without unreasonably burdening the other party before or after the filing of a formal complaint or where no formal complaint has been filed. The District shall provide individualized supportive measures to the complainant unless declined in writing by the complainant and shall provide individualized supportive measures that are non-disciplinary and non-punitive to the respondent. A complainant who initially declined the District's offer of supportive measures may request supportive measures at a later time and the District shall provide individualized supportive measures based on the circumstances when the subsequent request is received.

Formal Complaint

A formal complaint may be filed with the Title IX Coordinator in person, by mail, or by email. Upon receipt of a formal complaint, a District shall simultaneously provide the following written notice to the parties who are known:

- Notice of the District's grievance process and a copy of the procedures governing the grievance process;
- Notice of the allegations of sexual harassment including sufficient details known at the time and with sufficient time to prepare a response before any initial interview. Sufficient details include:

* The identities of the parties involved in the incident, if known;
* The conduct allegedly constituting sexual harassment; and
* The date and location of the alleged incident, if known;

- A statement that the respondent is presumed not responsible for the alleged conduct and that a determination regarding responsibility is made at the conclusion of the grievance process;
- That the parties may have an advisor of their choice, who may be, but is not required to be, an attorney;
- That the parties may inspect and review evidence relevant to the complaint of sexual harassment; and
- That the District's code of conduct prohibits knowingly making false statements or knowingly submitting false information during the grievance process.

If, in the course of an investigation, the District decides to investigate allegations about the complainant or respondent that are not included in the previous notice, the District shall simultaneously provide notice of the additional allegations to the parties whose identities are known.

The District may consolidate formal complaints of allegations of sexual harassment where the allegations of sexual harassment arise out of the same facts or circumstances and the formal complaints are against more than one respondent; or by more than one complainant against one or more respondents; or by one party against the other party. When the District has consolidated formal complaints so that the grievance process involves more than one complainant or more than one respondent, references to the singular "party", "complainant", or "respondent" include the plural, as applicable.

When investigating a formal complaint and throughout the grievance process, a District shall:

- Ensure that the burden of proof and the burden of gathering evidence sufficient to reach a determination regarding responsibility rest on the District and not on the parties;
- Not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or access, consider, disclose, or otherwise use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process;
- Provide an equal opportunity for the parties to present witnesses, including fact and expert witnesses, and other inculpatory and exculpatory evidence;
- Not restrict the ability of either party to discuss the allegations under investigation or to gather and present relevant evidence;
- Provide the parties with the same opportunities to have others present during any grievance proceeding, including the opportunity to be accompanied to any related meeting or proceeding by the advisor of their choice, who may be, but is not required to be, an attorney, and not limit the choice or presence of advisor for either the complainant or respondent in any meeting or grievance proceeding;
- Provide, to a party whose participation is invited or expected, written notice of the date, time, location, participants, and purpose of all hearings, investigative interviews, or other meetings, with sufficient time for the party to prepare to participate;
- Provide both parties an equal opportunity to inspect and review any evidence obtained as part of the investigation that is directly related to the allegations raised in the formal complaint so that each party can meaningfully respond to the evidence prior to the conclusion of the investigation; this includes evidence:

  * Whether obtained from a party or other source;

* The District does not intend to rely upon in reaching a determination regarding responsibility; and
* That is either Inculpatory or exculpatory; and

- Create an investigative report that fairly summarizes relevant evidence.

At least ten (10)**3** days prior to completion of the investigative report, the District shall send to each party and the party's advisor, if any, the evidence subject to inspection and review in an electronic format or a hard copy. The parties shall have at least ten (10)**3** days to submit a written response to the evidence. The investigator will consider the written responses prior to completion of the investigative report. All evidence subject to inspection and review shall be available for the parties' inspection and review at any meeting to give each party equal opportunity to refer to such evidence during the meeting.

After the investigative report is sent to the parties, the decision-maker shall:

- Provide each party the opportunity to submit written, relevant questions that a party wants asked of any party or witness;
- Provide each party with the answers;
- Allow for additional, limited follow-up questions from each party; and
- Provide an explanation to the party proposing the questions any decision to exclude a question as not relevant. Specifically, questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant, unless such questions and evidence about the complainant's prior sexual behavior are offered to prove that someone other than the respondent committed the conduct alleged by the complainant, or if the questions and evidence concern specific incidents of the complainant's prior sexual behavior with respect to the respondent and are offered to prove consent.

No earlier than ten (10) days following the completion of the investigation period, the decision-maker, who cannot be the same person as the Title IX Coordinator or the investigator, shall issue a written determination regarding responsibility. The written determination shall include—

1. Identification of the allegations potentially constituting sexual harassment;
2. A description of the procedural steps taken from the receipt of the formal complaint through the determination, including:

1) Any notifications to the parties;
2) Interviews with parties and witnesses;
3) site visits;
4) Methods used to gather other evidence; and
5) Hearings held;

3. Findings of fact supporting the determination;
4. Conclusions regarding the application of the District's code of conduct to the facts;
5. A statement of, and rationale for, the result as to each allegation, including:

1) A determination regarding responsibility;
2) Any disciplinary sanctions imposed on the respondent; and

3) Whether remedies designed to restore or preserve equal access to the District's education program or activity will be provided by the District to the complainant; and

6. The procedures and permissible bases for the complainant and respondent to appeal.

The written determination shall be provided to the parties simultaneously. The determination regarding responsibility shall become final on the earlier of:

- If an appeal is not filed, the day after the period for an appeal to be filed expires; or
- If an appeal is filed, the date the written determination of the result of the appeal is provided to the parties.

The District shall investigate the allegations in a formal complaint. If the conduct alleged in the formal complaint would not constitute sexual harassment as defined in this policy even if proved; did not occur in the District's education program or activity; or did not occur against a person in the United States, then the District shall dismiss the complaint as not meeting the definition of sexual harassment under this policy. A dismissal for these reasons does not preclude action under another provision of the District's code of conduct.

The District may dismiss the formal complaint or any allegations therein, if at any time during the grievance process:

- The complainant notifies the Title IX Coordinator in writing that the complainant would like to withdraw the formal complaint or any allegations therein;
- The respondent is no longer enrolled at the District; or
- Specific circumstances prevent the District from gathering evidence sufficient to reach a determination as to the formal complaint or allegations therein.

Upon the dismissal of a formal complaint for any reason, the District shall promptly send written notice of the dismissal and reason(s) for the dismissal simultaneously to the parties.

The District may hire an individual or individuals to conduct the investigation or to act as the determination-maker when necessary.

Appeals

Either party may appeal a determination regarding responsibility or from a dismissal of a formal complaint or any allegations therein, on the following bases:

1. The existence of a procedural irregularity that affected the outcome of the matter;
2. Discovery of new evidence that was not reasonably available at the time the determination regarding responsibility or dismissal was made, that could affect the outcome of the matter;
3. The Title IX Coordinator, investigator, or decision-maker had a conflict of interest or bias for or against complainants or respondents generally or the individual complainant or respondent that affected the outcome of the matter; or
4. An appeal of the disciplinary sanctions from the initial determination.**4**

For all appeals, the District shall:

1. Notify the other party in writing when an appeal is filed;
2. Simultaneously Provide all parties a written copy of the District's procedures governing the appeal process;
3. Implement appeal procedures equally for both parties;
4. Ensure that the decision-maker**5** for the appeal is not the same person as the decision-maker that reached the original determination regarding responsibility or dismissal, the investigator, or the Title IX Coordinator;
5. Provide all parties a reasonable, equal opportunity to submit a written statement in support of, or challenging, the outcome;
6. Issue a written decision describing the result of the appeal and the rationale for the result; and
7. Provide the written decision simultaneously to both parties.

Confidentiality

Reports of sexual harassment, both informal reports and formal complaints, will be treated in a confidential manner to the extent possible. Limited disclosure may be provided to:

- Individuals who are responsible for handling the District's investigation and determination of responsibility to the extent necessary to complete the District's grievance process;
- Submit a report to the child maltreatment hotline;
- Submit a report to the Professional Licensure Standards Board for reports alleging sexual harassment by an employee towards a student; or
- The extent necessary to provide either party due process during the grievance process.**5**

Except as listed above, the District shall keep confidential the identity of:

- Any individual who has made a report or complaint of sex discrimination;
- Any individual who has made a report or filed a formal complaint of sexual harassment;
- Any complainant;
- Any individual who has been reported to be the perpetrator of sex discrimination;
- Any respondent; and
- Any witness.

Any supportive measures provided to the complainant or respondent shall be kept confidential to the extent that maintaining such confidentiality does not impair the ability of the District to provide the supportive measures.

Emergency removal

The District may remove a respondent from the District's education program or activity on an emergency basis only after the completion of an individualized safety and risk analysis that determines that an immediate threat to the physical health or safety of any student or other individual arising from the

allegations of sexual harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Retaliation Prohibited

Students, or the parents/legal guardians/ other responsible adult of a student, who submit a report or file a formal complaint of sexual harassment,; testified; assisted; or participate or refused to participate in any manner in an investigation, proceeding, or hearing on sexual harassment shall not be subjected to retaliation or reprisal in any form, including threats; intimidation; coercion; discrimination; or charges for code of conduct violations that do not involve sex discrimination or sexual harassment, arise out of the same facts or circumstances as a report or formal complaint of sex discrimination, and are made for the purpose of interfering with any right or privilege under this policy. The District shall take steps to prevent retaliation and shall take immediate action if any form of retaliation occurs regardless of whether the retaliatory acts are by District officials, students, or third parties.

Disciplinary Sanctions

It shall be a violation of this policy for any student to be subjected to, or to subject another person to, sexual harassment. Following the completion of the District's grievance process, any student who is found by the evidence to more likely than not**7** have engaged in sexual harassment will be subject to disciplinary action up to, and including, expulsion. No disciplinary sanction or other action that is not a supportive measure may be taken against a respondent until the conclusion of the grievance process.

Students who knowingly fabricate allegations of sexual harassment or purposely provide inaccurate facts shall be subject to disciplinary action up to and including expulsion. A determination that the allegations do not rise to the level of sexual harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Records

The District shall maintain the following records for a minimum of seven (7) years:

- Each sexual harassment investigation including:
- Any determination regarding responsibility;
- any disciplinary sanctions imposed on the respondent;
- Any remedies provided to the complainant designed to restore or preserve equal access to the District's education program or activity;
- Any appeal and the result therefrom;
- All materials used to train Title IX Coordinators, investigators, and decision-makers;
- Any actions, including any supportive measures, taken in response to a report or formal complaint of sexual harassment, which must include:

* The basis for the District's conclusion that its response was not deliberately indifferent; and
* Document:

- If supportive measures were provided to the complainant, the supportive measures taken designed to restore or preserve equal access to the District's education program or activity; or
- If no supportive measures were provided to a complainant, document the reasons why such a response was not clearly unreasonable in light of the known circumstances.

Notes: **1** 34 C.F.R. § 106.44 requires that a district have procedures governing the grievance process and the appeals process to accompany this policy. The procedures are required to cover all of the following:

- Direct that complainants and respondents shall be treated equitably by:

* Offering supportive measures to the complainant;
* Completing the District's grievance process before the imposition of any disciplinary sanctions or other actions that are not supportive measures against a respondent.
* Providing remedies to a complainant where a determination of responsibility for sexual harassment has been made against the respondent that are designed to restore or preserve equal access to the District's education program or activity, which may include the same individualized supportive measures;
* Require an objective evaluation of all relevant evidence – including both inculpatory and exculpatory evidence;
* Provide that credibility determinations may not be based on a person's status as a complainant, respondent, or witness;
* Require that any individual designated by the District as a Title IX Coordinator, investigator, or decision-maker not have a conflict of interest or bias for or against complainants or respondents generally or an individual complainant or respondent;

- Indicate that individuals selected by the District as Title IX Coordinators, investigators, and decision-makers have received training on:

* The definition of sexual harassment;
* The scope of the District's education program or activity;
* How to conduct an investigation and the grievance process, including appeals;
* How to serve impartially, including by avoiding prejudgment of the facts at issue, conflicts of interest, and bias; and
* Issues of relevance of questions and evidence, including when questions and evidence about the complainant's sexual predisposition or prior sexual behavior are not relevant; and
* Issues of relevance to create an investigative report that fairly summarizes relevant evidence;

- Provide the District webpage where the materials used to train the District's Title IX Coordinators, investigators, and decision-makers is located;
- Include a presumption that the respondent is not responsible for the alleged conduct until a determination regarding responsibility is made at the conclusion of the grievance process;
- Include reasonably prompt time frames for conclusion of the grievance process, including reasonably prompt time frames for filing and resolving appeals;**3**
- A process that allows for the temporary delay of the grievance process or the limited extension of time frames for good cause with written notice to the complainant and the respondent of the delay or extension and the reasons for the action, which may include:

* The absence of a party, a party's advisor, or a witness;
* Concurrent law enforcement activity; or
* The need for language assistance or accommodation of disabilities;

- Describe the range of possible disciplinary sanctions and remedies or list the possible disciplinary sanctions and remedies that the District may implement following any determination of responsibility;
- State whether the standard of evidence to be used to determine responsibility is the preponderance of the evidence standard or the clear and convincing evidence standard;**7**
- Include the procedures and permissible bases for the complainant and respondent to appeal;
- Describe the range of supportive measures available to complainants and respondents; and
- Indicate that the District shall not require, allow, rely upon, or otherwise use questions or evidence that constitute, or seek disclosure of, information protected under a legally recognized privilege or use a party's records that are made or maintained by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional acting in the professional's or paraprofessional's capacity, or assisting in that capacity, and which are made and maintained in connection with the provision of treatment to the party unless the District obtains the parent, legal guardian, or other responsible adult of that party's voluntary, written consent or that party's voluntary, written consent if the party is over the age of eighteen (18) to do so for the grievance process.

3.3.29 Violation of Computer Use Policy (Policy 2.9)

· **Resulting Disciplinary Action**

1. First Offense: If violation does not involve indecent behavior, the

student shall lose his/her computer privileges for one semester. If other areas of the handbook apply, the greater discipline shall be used.

2. Second Offense: Student will be banned for the remainder of school year from computer use and be assigned ISS, suspension, or expulsion depending on the severity of the act.

SECTION FOUR - ACADEMIC INFORMATION

4.0 Parent Contact and Student Progress: The Junction City School District shall keep

parents informed of their children's progress at regular intervals.

· The District encourages parents to schedule parent teacher conferences. Each teacher has a designated time during the day for conferences. Parents may contact the office at 870-899-4048 to set-up a conference.

· Teachers are encouraged to contact the parent/ guardian of a student who is struggling so that a cooperative plan can be put in to place to

help ensure academic success.

· The teachers will send home with the students 4 1/2-week progress reports at the midpoint of each grading period.

· Printed grade reports will be sent home at the end of each nine-week grading period.

· **The District will make a good faith effort to keep parents informed, but the responsibility for academic success rests with the student and parent.**

4.1 STUDENT PROMOTION AND RETENTION

A disservice is done to students through social promotion and is prohibited by state law. The District shall, at a minimum, evaluate each student annually in an effort to help each student who is not performing at grade level.

Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Each time a student is assessed by use of a high-quality literacy screener, with results at least once each semester, the Parents, legal guardians, persons having lawful control of the student, or persons acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of the student's independent grade-level-equivalency in reading and, in a parent friendly manner, the student's reading progress.

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities. Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.

Junction City High School:

Promotion and Retention and Course Credit (grades 7-8)

7th or 8th grade students who fail math or English will be retained. The pass/fail grade will be computed with an average of the two semesters.

7th & 8th grade students who fail a combination of two-yearly units will be retained. Students who are retained may seek credit recovery as long as the credit recovery is approved by the school counselor.

Promotion/retention or graduation of students with an Individual Education Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP. Promotion and Course Credit (grades 9-12)

Credits are determined at the end of each semester (December and May). Pass/Fail grades are not an average of the two semester grades. Each semester students or granted or denied a ½ unit in each class in which they are enrolled.

Promotion is based on the number of credits earned during the school year. Promotions are determined by the number of accumulated credits at the end of each school term (or semester)

o Sophomore 6 credits

o Junior 12 credits

o Senior 18 credits

o Graduate 25 credits

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

a. The building principal or designee;

b. The student's teacher(s);

c. School counselor;

d. A 504/special education representative (if applicable); and

e. The student's parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis.

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

Each student 2 shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration.

Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:

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

The SSP of a student in kindergarten through grade eight (K-8) who is not performing at or above grade level on the state assessment, as defined by the State Board of Education shall include a math intervention plan. The math intervention plan may include the:

1. Provision of each student with access to high-dosage, targeted math tutoring in the subsequent school year, which shall include three (3) or more tutoring sessions a week in a one-on-one or small-group setting;

2. Assignment to:

if the District has a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher, with a value-added model score in the top quartile statewide in math for the previous three (3) years; or if the District is unable to find a teacher with a value-added model score in the top quartile statewide in math for the previous three (3) years, a teacher:

o with a highly-effective rating in the Teacher Excellence and Support System, when possible;

or

o Deemed to be a high-performing teacher as defined by a Master Professional Educator designation; and

3. Provision of each student with extended time on math instruction during or after school. All parents, legal guardians, or persons standing in loco parentis shall receive written notification of their student's math intervention plan and progress on the student's math intervention plan throughout the school year.

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

o Guide the student along pathways to graduation;

o Address accelerated learning opportunities;

o Address academic deficits and interventions; and

o Include college and career planning components.

Based on a student's score on the college and career assessment: The student's SSP will be updated in order to assist the student with college and career readiness skills, course selection in high school, and improved academic achievement; and provide a basis for counseling concerning postsecondary preparatory programs.

A student's SSP shall include the recommended sequence of courses for successful completion of the diploma pathway selected by the student but be sufficiently flexible to allow the student to change the student's selected diploma pathway. The school counselor shall meet with the student's parent, legal guardian, or persons standing in loco parentis and the student to review the student's SSP annually and to revise the student's SSP as necessary to identify the courses to be taken each year until all required core

courses are completed. Part of the review shall include an explanation of the possible impacts the revisions to the plan might have on the student's graduation requirements and postsecondary education goals. Any change made to a student's SSP as part of the review that amends the student's diploma pathway shall be structured to ensure that the student will meet the high school graduation requirements for the student's chosen diploma pathway and be qualified for admission to a postsecondary educational institution or to enter the workforce. After each review, the student's SSP shall be signed by the student; student's parent, legal guardian, or person standing in loco parentis to the student; and the school counselor.

An SSP shall be created:

1\. By no later than the end of the school year for a student in grade eight (8) or below 2 who enrolls in the District during the school year; or

2\. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the district at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion or retention of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

Students who either refuse to sit for a Statewide assessment or attempt to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are originally administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity, including school dances, prom, homecoming, senior events, and may be prevented from walking or participating in graduation exercises. The student shall remain ineligible to participate until the student takes the same or a following Statewide assessment, as applicable. The Superintendent or designee may waive this paragraph's provisions when the student's failure was due to exceptional or extraordinary circumstances. Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.

3. **Grading **

Parents, legal guardians, persons having lawful control of a student, or persons standing in loco parentis shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, persons having lawful control of a student, persons standing in loco parentis, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation, which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine (9) weeks grading period**1** to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grades of a child in foster care shall not be lowered due to an absence from school due to:**2**

1. A change in the child's school enrollment;
2. The child's attendance at a dependency-neglect court proceeding; or
3. The child's attendance at court-ordered counseling or treatment.

The District shall use Standards-based grading in the District's elementary schools.3

The grading scale for all schools other than elementary schools in the district shall be as follows:

A =100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for accelerated learning courses and other approved courses for weighted credit shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had forty (40) days. A student transferred in with a grade of eighty-three percent (83%) earned in ten (10) days at the previous school. The student had a grade of seventy-five percent (75%) in our district's school earned in the remaining thirty (30) days of the grading period. Ten (10)

days is twenty-five percent (25%) of forty (40) days while thirty (30) days is seventy-five percent (75%) of forty (40) days. Thus, the final grade would be (0.25 X 83) + (0.75 X 75) = 77%.

4.4 Grade Values/ Honor Graduates (Top 10, Valedictorian, and Salutatorian)/ and Honors Classes: Students in grades 7-12 who take advanced placement (AP) courses; International Baccalaureate (IB) courses,; honors or concurrent credit college courses; or other courses approved for weighted credit by the Division of Elementary and Secondary Education (DESE) shall be graded according to the following schedule

A =100 – 90

B = 89 – 80

C = 79 – 70

D = 69 – 60

F = 59 and below

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:
A = 5 points

B = 4 points

C = 3 points

D = 2 point

F = 0 points

- For a student to be eligible to receive weighted credit for an AP, or IB course

* The course must be taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and DESE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan; and
* The student takes the applicable AP or IB examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable exam. Students who do not take the applicable exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP or IB course.

- “Honors Courses” are those courses that have been approved by DESE as honors courses. Honors courses must stress higher order learning and be offered in addition to curriculum offerings required by the Standards for Accreditation,

Students who transfer into the district will be given weighted credit for the AP courses, IB courses,; honors or concurrent credit college courses; and other courses approved by DESE for weighted credit that were taken for weighted credit at his/her previous school(s) according to the preceding scale.

**Exemption Policy and Semester Tests: **

All 7th and 8th students will take Fall semester exams.

Comprehensive exams are to be given at the end of the fall semester (18-week period). **All** students must take the exam **unless** they meet the below exemption criteria. Any exception to this must be approved by the principal.

Exemptions: Students that score a **25 on the ACT** exam or receive a **platinum score on the ACT Work Keys** exam will be exempt.

Exceptions to the exemption policy:

Missing over 7 days will cancel out this exemption.

Receiving more than 1 ISS will cancel this exemption.

Receiving a D or F in a class requires that class exam to be taken.

4.45.1— **GRADUATION REQUIREMENTS FOR THE CLASS OF 2026

Information regarding Graduation requirements will be sent home with students prior to their enrolling in seventh (7th) grade, or when a seventh (7th) through twelfth (12th) grade student enrolls in the district for the first time. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. All students are required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians as part of the creation of the student’s Student Success Plan.

This policy and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district strategic plan development process**1** to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or the superintendent’s designee, shall select the composition of the review panel.

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:**2**

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

Administrators, or their designees, shall train newly hired employees, required to be licensed as a condition of their employment, regarding this policy. The district's annual professional development shall include the training required by this paragraph.**3**

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy 4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional 3 units to graduate for a total of 25 units. The additional required units may be taken from any electives offered by the district.**4** Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

1. DESE approved biology – 1 credit;
2. DESE approved physical science – 1 credit; and
3. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit

* Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

a student who completes at least seventy-five (75) clock hours of documented community service in grades nine (9) through twelve (12) at any certified service agency or a part of a service-learning school program shall receive one (1) Career Focus credit.**6**

Notes:	

1 We recommend including the review of this policy in the school district strategic plan process so that the resources intended to be provided from the district level are in alignment with your graduation requirements (including any changes to the state level graduation requirements).

2Schools are required to retain documentation procedures and methods used.

3The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

4In order for students to receive the community service learning (CLS) credit, the district must have completed and submitted a CLS plan to DESE. In addition, a partner site application must be approved by the district's board of directors if an organization the District has partnered with, rather than a District employee, is responsible for certifying a student's hours of service. Districts who do not intend to submit a CLS plan should not include this language.

4.45.2—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER

DISTINGUISHED GRADUATES Beginning with the graduating class of 2028, any member of the graduating class achieving a 3.5 or higher cumulative GPA will be recognized by the following titles:

Cum Laude – “with distinction, honor, praise” – 3.5 - 3.69 GPA

Magna Cum Laude – “with great honors” – 3.7 - 3.84 GPA

Summa Cum Laude – “with highest honors” – 3.85 - 4.0 GPA This will be recognized at commencement after all grades are final. HONOR GRADUATES To be an honor graduate, the student must:

Have successfully completed and earned a grade of B or higher in at least two Advanced Placement (AP) courses or the equivalent concurrent credit courses.

Maintain a cumulative GPA of 3.50 or higher.

Earn a minimum composite ACT score of 20, with all four required subtests (English, Mathematics, Reading, and Science) completed during a single test administration. (Superscore will not be considered or accepted.)

Successfully complete a H2 Pathway, or earn a Diploma of Distinction or Diploma of Merit.

Complete four years of high school (Grades 9–12).

Have no final course grades below a C on the official high school transcript. The student must also display average or above average conduct. One unit of activity courses to include physical education, choral music, and instrumental music may be figured in GPA. However, a student is given credit each time he or she takes an activity course, except for PE which may count as only one credit toward graduation. Athletics is not counted in GPA or as credit toward graduation.

VALEDICTORIAN/SALUTATORIAN REQUIREMENTS In order to qualify for valedictorian or salutatorian:

The student must have been enrolled in the district the last 4 full semesters before graduating.

The valedictorian and salutatorian must have taken and passed (4) advanced placement (AP) courses in their entirety or the equivalent number of concurrent credit courses (8 semesters), or a combination of the AP and concurrent credit courses, within the core content area of similar rigor as compared to AP courses.

Completed at least two units of the same world language.

Earn a minimum composite ACT score of 21, with four subtests (English, Mathematics, Reading, and Science) completed during a single test administration. (Superscore will not be considered or accepted.)

The student must have taken and passed with a B or higher, 4 of the following Advanced Placement classes or the equivalent concurrent credit classes listed.

Honor graduates, valedictorian, and salutatorian will be determined at the end of seven

(7) semesters and status verified at the end of eight (8) semesters. Students will lose

honor graduate status if they do not meet requirements at the end of eight (8) semesters.

- The honor student with the highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in Junction City High School for the student's entire senior year shall serve as the valedictorian of the student's graduating class.

- The honor student with the second highest GPA and who has been enrolled in public school in grades nine (9) through twelve (12) and in Junction City High School for the student's entire senior year shall serve as the salutatorian of the student's graduating class.

● Students may be added to the honor graduate status by attaining all requirements at the end of eight (8) semesters.

● Rank in class will be in descending order determined by core GPA.

● Weighted credit will be awarded for AP, IB, or other Arkansas Department of Education approved weighted courses contingent upon the following:

- The student taking the entire AP course in a particular subject.
- The student completing the applicable test offered by the College Board of AP courses at the end of the AP course
- No fractional Honors/AP credits will be accepted. Students must successfully complete the full year of the H/AP course in order to count that course as one of the eight (8) H/AP courses required for honor graduate status.

- The Junction City School District will use the following quality point scale to compute grade point averages for Advanced Placement (AP), International Baccalaureate (IB), and ADE approved Honors (HW) courses:

▪ A=5 points,

▪ B=4 points,

▪ C=3 points,

▪ D=2 points,

▪ F=0 points.

● No F‘s, NC‘s (no credits) nor I‘s (incompletes) will be permitted on official transcript in

any course, including non-college prep courses. No credit (NC) will be figured into GPA

as an F.

● A student must be enrolled in public school for 9-12 grades and must be enrolled a minimum of four semesters in Junction City High School grade 9-12 to be eligible for valedictorian or salutatorian. A student must be enrolled and in full-time attendance during his/her senior year.

● If the number of honor graduates does not equal 10 percent of the senior class, then the

core GPA requirement will be lowered to include the top 10 percent of the senior class

according to rank in class.

● Both principal and counselor must grant approval for a grade earned through concurrent

college enrollment to be calculated in the core GPA.

Students working towards HONORS **must choose** from the following courses, 4 of which must

be AP courses:

Honors English 11

AP English Language & Comp

AP English Lit & Comp

College English I & II

Honors Algebra I

Honors Geometry

Honors Algebra II

AP Pre-Calculus

AP Calculus

College Algebra

AP Biology

AP Environmental Science

AP Chemistry

AP Physics I

AP Physics II

Honors Civics/ Honors Economics

Honors World History

AP US History

AP Government & Politics

College US History until 1876

College US History since 1976

College World Civ until 1660

College World Civ since 1660

AP Spanish

Honors French I

AP French

In the event of a tie, based on cumulative GPA, a tiebreaker for the selection of the Valedictorian will be based on the students' composite ACT score on record (with all four required subtests (English, Mathematics, Reading, and Science) completed during a single test administration. Superscore will not be considered or accepted.) The student with the highest composite score would be the valedictorian and the next highest would be the salutatorian. If the tied students have the same composite ACT score, they will both serve as co-valedictorians. The selection of salutatorian will be conducted in the same manner as that of the valedictorian. If there is a tie between students for salutatorian, the tie breaker will be determined by the highest composite ACT score on record with four subtests (English, Mathematics, Reading, and Science) completed during a single test administration. (Superscore will not be considered or accepted.)

Sufficient information relating to the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding; this shall be accomplished through holding an informational meeting for parents, legal guardians, or persons standing in loco parentis to students enrolled in grades six through twelve (6-12) with the school counselor and may be accomplished through any or all of the additional following means:2

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

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

To the best of its ability, the District shall follow the requirements covering the transfer of course credit and graduation set forth in the Interstate Compact on Educational Opportunity for Military Children and the Arkansas Military Child School Transitions Act of 2021 for all students who meet the definition of "eligible child" in Policy

4.2—ENTRANCE REQUIREMENTS including the waiving of specific courses that are required for graduation if similar coursework has been satisfactorily completed.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional 3 units to graduate for a total of 25 units. The additional required units may be taken from any electives offered by the district. Accelerated learning courses or career education courses that are determined by DESE to be eligible for use in the place of a listed course may be substituted for the course as designated by DESE.

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

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

Personal and Family Finance

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

Computer Science

All students shall earn one (1) unit of credit in a computer science or computer science related career and technical education course in order to graduate.

Community Service

Except as otherwise provided by this policy or the student's IEP, each student must receive seventy-five (75) clock hours of community service that is certified by the service agency or organization where the student volunteers or the student's parent. The community service must be in programs or activities, either in Arkansas or outside of Arkansas, that meet the requirements established by the State Board and the District Board of Directors and include preparation, action, and reflection components. A student who transfers into the District after ninth (9th) grade must receive at least the following documented clock hours of community service each year:

- Fifteen (15) hours for students in grade nine (9);
- Twenty (20) hours for students in grade ten (10);
- Twenty (20) hours for students in grade eleven (11); and
- Twenty (20) hours for students in grade twelve (12).

Students transferring into the District after grade nine (9) or students who are graduating early may receive a diploma provided that the minimum requirement for each year the student attends the District is met. The District Board of Directors may grant a waiver of the community service requirement for extenuating circumstances on a case-by-case basis, which may include without limitation:

- A major illness associated with a student or a family member of a student;
- Student homelessness or housing insecurity; and
- Notice to the public school district board of directors if the student is a major contributor to family income.

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

4. DESE approved biology – 1 credit;

5. DESE approved physical science – 1 credit; and
6. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit

* Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

Economics – one half (½) unit – dependent upon the licensure of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.**75**

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

Notes:	

1We recommend including the review of this policy in the school district strategic plan process so that the resources intended to be provided from the district level are in alignment with your graduation requirements (including any changes to the state level graduation requirements).

2 Schools are required to retain documentation procedures and methods used.

3 The Rules specify the option is dependent upon the licensure of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

GRADUATION REQUIREMENTS

The number of units students must earn to be eligible for high school graduation is to be earned from the categories listed below. A minimum of twenty-two (22) units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the twenty-two (22) units required for graduation by the Division of Elementary and Secondary Education (DESE), the district requires an additional __ units to graduate for a total of __ units. The additional required units may be taken from any electives offered by the district. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements.

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

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

Digital Learning Courses

Definitions

For the purposes of this policy:

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

“Instructional Materials” means:

1\. Traditional books, textbooks, and trade books in printed and bound form;

2\. Activity-oriented programs that may include:

a. Manipulatives;

b. Hand-held calculators;

c. Other hands-on materials; and

d. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a full course load through the District and attends all classes virtually.

Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student. All digitally offered courses shall meet or exceed the State Board of Education’s curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment. The District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved as part of the Arkansas Course Choice Program by the Division of Elementary and Secondary Education (DESE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8—

USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any scheduled courses digitally if offered digitally by the District or, if applicable, through the Arkansas Course Choice Program. The student’s attendance in the student’s digital course(s) shall be determined in accordance with Policy

4.7—ABSENCES.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Except as required by Policy 5.19, the District may restrict a student's access to digital courses when the student's building principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

Notes: The district is NOT required to provide its own digital learning courses, but doing so affords the most oversight of what content such courses contain and how the courses are taught. Note that should the district choose to offer digital courses to non-district students, the district will have to go through the same provider approval process as is required for all outside providers.

Attendance in a synchronous digital course must be tracked in the same manner as for students

attending an in-person course. Students attending an asynchronous digital course should have them

attendance tracked in a manner that best works with your digital course platform. It is possible for a

student who is assigned a period to complete the asynchronous digital course who fails to be physically present may be considered truant but may not be absent for the digital course if they meet the attendance requirements for the asynchronous attendance method.

Example: A ninth (9th) grade student elects to take one (1) course digitally. The other courses the student takes are scheduled for first (1st), second (2nd), fourth (4th), fifth (5th), and sixth (6th) periods and the student have a study hall during seventh (7th) period. Because the student is too young to check out for third (3rd) period, the student is assigned third (3rd) period to work on the asynchronous digital course. If the student goes to the gym one day during third (3rd) period instead of the classroom where the student is supposed to be, the student would be truant but would not be absent so long as the student met the requirements to not be treated absent for the asynchronous digital course.

This sentence is based on the statutory definition of instructional materials; The statute further

provides that the instructional materials shall be provided at no cost to students for all subjects taught.

While digital learning offers great promise for engaging students, it also requires maturity and study skills that will not work for some students. The intention of the paragraph is to leave the initial digital enrollment open to previously poor and/or disengaged students who might thrive in a digital format, and yet still give the principal the authority to intervene when it's in the student's best interest. The Arkansas Course Choice Program prevents the principal from acting in a similar manner for a student who is performing poorly in a course through the program.

Cross References: 4.7—ABSENCES

5.19—ARKANSAS COURSE CHOICE PROGRAM

Personal and Family Finance

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

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

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

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

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

3. Algebra II; and
4. The fourth unit may be either:

- A math unit approved by DESE beyond Algebra II; or
- A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: three (3) units

1. DESE approved biology – 1 credit;
2. DESE approved physical science – 1 credit; and
3. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

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

* Other social studies – one-half (½) Unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

CORE: Sixteen (16) units

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

Oral Communications: one-half (½) unit

Mathematics: four (4) units

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

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

Science: three (3) units

1. DESE approved biology – 1 credit;
2. DESE approved physical science – 1 credit; and
3. A third unit that is either:

- An additional science credit approved by DESE; or
- A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

- Civics one-half (½) unit
- World history, one (1) unit
- American History, one (1) unit

* Other social studies – one-half (½) unit

Physical Education: one-half (½) unit

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

Health and Safety: one-half (½) unit

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

Fine Arts: one-half (½) unit

CAREER FOCUS: - Six (6) units

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

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

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

Digital Learning Courses

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

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

Definitions

For the purposes of this policy:

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

"Instructional Materials" means:

1.
 Traditional books, textbooks, and trade books in printed and bound form;
2.
 Activity-oriented programs that may include:

 a. Manipulatives;

 b. Hand-held calculators;

 c. Other hands-on materials; and
3.
 Technology-based materials that require the use of electronic equipment in order to be

 used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

“Public School Student Accessing Courses at a Distance” means a student who is scheduled for a

full course load through the District and attends all classes virtually.

Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District

approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student. In addition to the other graduation requirements contained in this policy, students (beginning

with the entering ninth grade class of the 2014-2015 school year) are required to take at least one (1) digital learning course for credit while in high school.

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by the DESE. The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by DESE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8— USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

A student may elect to take any or all of his/her scheduled courses digitally. The student’s attendance in his/her digital course(s) shall be determined by the online attendance and time the student is working on the course rather than the student’s physical presence at school.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Regardless of any other provisions of this policy, the District may restrict a student's access to digital courses when the student's building principal determines the student’s participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's building principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

4.6 HONOR ROLL AND PRINCIPAL’S LIST:

Principal’s List- No grade below “A” Honor Roll- No grade below “B”

(Principal’s List and Honor Roll are calculated at the end of each nine-week grading period)

4.7 CONCURRENT CREDIT:

A ninth (9th) through twelfth (12th) grade student who successfully completes a college course(s) from an institution approved by the Division of Elementary and Secondary Education (DESE) shall be given credit toward high school grades and graduation at the rate of one (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course,** the concurrent credit shall be applied toward the student's graduation requirements as an elective.

As permitted by the DESE Rules Governing Grading and Course Credit, a student who takes a three (3) semester hour remedial/developmental education course shall receive a half (1/2) credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet core subject area/unit requirements.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The student;

* The student's parent(s) or legal guardian(s) if the student is under the age of eighteen (18);

- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution of higher education the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received at all or in a timely manner; this may jeopardize students' eligibility for extracurricular activities and/or graduation.

Students will retain credit earned through the concurrent credit program that was applied toward a course required for high school graduation from a previously attended, accredited, public school.

A student or a student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student shall not be responsible for tuition, fees, or materials for participation in a concurrent credit course.**1**

4.8 STUDENT ACCELERATION

The Board believes that acceleration is an effective and research-based intervention for the academic growth of students who are ready for an advanced or faster-paced curriculum. Acceleration can allow a student to move through the traditional educational setting more rapidly, based on assessed readiness, capability, and motivation. At the same time, the Board understands that acceleration is not a replacement for gifted education services or programs.

Generally, acceleration can occur through one of two broad categories: content based and grade based. Grade based acceleration shortens the number of years a student would otherwise spend in K-12 education, while content-based acceleration occurs within the normal K-12-time span. Either form of acceleration can

be triggered by either a parent/guardian, student, or community member's request or by the referral of school personnel. In either case, the process of determining the appropriateness of the request shall be under the direction of the district/school**1** Gifted and Talented Program Coordinator. The district/school**1** Gifted and Talented Program Coordinator shall convene the Acceleration Placement Committee**2** and communicate with the individuals necessary for the Acceleration Placement Committee to make an informed decision, which shall include the student's parents or guardians.**3**

While the needs of the student should dictate when acceleration decisions are considered, the Board believes the optimal time for referrals is in the spring, which gives adequate time for working through the determination process and for preparing those concerned for a smooth transition to the acceleration beginning in the following school-year.

The District's Gifted and Talented (GT) Program Coordinator**1** will create a written format to govern the referral and determination process, which shall be made available to any parent or staff member upon request.

The parents/guardians of any student whose request for acceleration has been denied may appeal the decision, in writing to the District's GT Coordinator**1**. The Districts GT Coordinator**1** and the Acceleration Placement Committee will again thoroughly review the case study that was completed on the student. Upon completion of the review, the Committee will either request additional new testing be conducted to help the Committee make its determination or it will uphold the initial decision. The Committee's decision may not be further appealed.

Early Graduation: For a student to qualify for early graduation they must have all credits necessary and have achieved the necessary requirements to be a merit or distinguished graduate. The student can also have no D or F on their transcript. These steps demonstrate readiness for early graduation.

4.9—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME-SCHOOLED STUDENTS

The District allows private school and home schooled students whose parents, legal guardians, or other responsible adult with whom the student resides are residents of the District to attend academic courses offered By the District. The District will place a list of courses that a private school or home schooled student may request to attend on its website by:

1. June 1 for courses to be offered during the Fall semester; and

2. November 1 for courses to be offered during the Spring semester.

A private school or home-schooled student who desires to attend one or more of the available academic courses shall submit a written request to attend the academic course(s) to the superintendent, or designee, no later than:

a. August 1 for Fall semester courses; or

b. December 1 for Spring semester courses.

The superintendent, or designee, is authorized to waive the application deadline on a case-by-case basis. The District permits a private school or home schooled student to attend a maximum of six (6) courses per semester.

The District may reject a private school or home schooled student's request for attendance if the District's acceptance would:

 Require the addition of staff or classrooms;

 Exceed the capacity of a program, class, grade level, or school building;

 Cost the District more for the student to attend the academic course than the District receives for the student's attendance;

 Cause the District to provide educational services the District does not currently provide at a financial burden to the District; or

 Cause the District to be out of compliance with applicable laws and regulations regarding desegregation. Requests to attend an academic course will be granted in the order the requests are received. Upon the receipt of a private or home-schooled student's request to attend academic course(s), the District will date and time stamp the request for attendance. If a private school or home-schooled student is denied attendance based on a lack of capacity and an opening in the requested course occurs prior to the start of the course, the District will use the date and time stamp on the request for attendance to determine the private school or home schooled student who will be notified of an opening in the requested course.

As part of the request to attend academic courses in the District, a private school or home schooled student shall:

o Indicate the course(s) the private school or home-schooled student is interested in attending;

o If the course(s) the private school or home-schooled student is interested in attending is being offered by the District in both a physical and a digital format, whether the private school or home schooled student intends to attend the physical course or the digital course;

o Submit, along with the student's application, a copy of the student's transcript indicating that the

student has received credit for the course(s), or equivalent course(s), that are a prerequisite to the

course(s) the student desires to attend at the District;

o Agree to follow the District's discipline policies; and

o Submit immunization documentation required by Policy 4.57—IMMUNIZATIONS.

A private school or home-schooled student who fails to attend an academic course by the eleventh (11) day of class or who is absent without excuse for eleven (11) consecutive days during the semester shall be dropped from the course; however, a private school or home--schooled student shall not be considered truant for unexcused absences from the course(s) the student is attending at the District.

Private school or home-schooled students shall receive a final grade and transcript for each academic course the student completes. The responsibility for transportation of any private school or home-schooled student attending academic courses in the District shall be borne by the student or the student's parents. The opportunity provided to home schooled students under this policy is in addition to the opportunity provided in Policy.

4.56.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS.

Notes: This is NOT an optional policy. Districts who do not wish to open academic course attendance to

private school or home-schooled students are required to receive a waiver from the provisions of

A.C.A. § 6-18-232 from the Division of Elementary and Secondary Education.

1 Your application of "capacity" should be consistent in order to avoid potential exposure to liability for

unlawful discrimination against individuals with disabilities. For example, you should not choose to

accept a student who requires no special services, but would require you to add an additional

elementary teacher, but refuse to accept a student with a disability because it would require you to add

an additional special education teacher.

4.56.3 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS

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

"Private school" means a nonpublic elementary or secondary school that is a registered nonprofit and accredited or licensed by an accrediting association recognized by the State Board of Education.

"Private school student" means a student attending a private school.

Each school in the District shall post on its website its schedule of interscholastic activities, including signup, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.**1**

Private school students whose parents, legal guardians, persons having lawful control of the student, or persons standing in loco parentis are legal residents of the school district will be permitted to pursue participation in an interscholastic if the private school the student attends does not offer the interscholastic activity.

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

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course2 in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the private school student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

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

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

A private school student who has met the tryout criteria and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- Standards of behavior and codes of conduct;
- Attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- Required drug testing;
- Permission slips, waivers, physical exams; and

- Participation or activity fees.

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

Notes: **1** This paragraph is not statutorily required, but without advance determination of the timelines, there will be no way for a parent to know when, or even for what semester, they will have to make their application to the district. Such information will benefit all students.

2 You can only **require** one course, but a district may permit a student to register for more than one course.

4.10 COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES Internships

The Board of Directors believes that students who intend to begin careers immediately upon high

school graduation or intend to complete post-secondary training prior to starting a career can benefit from an internship experience. The desired outcomes of the District's internship program include students advancing computer science skills, sharpening soft-skills, and learning new skills while in a workplace environment. The internship program provides intense, competency- based worksite immersion in advanced computer science concepts while linking the internship participants to current resources, information, and guidance from computing professionals.**1**

Students who wish to participate in the internship program shall submit an application to the (High School Principal). In order for a student to be eligible to participate in the internship program, the student must have:

Received enough credits to qualify as a junior; Either:

· Have at least one (1) credit from an ADE approved computer science course; or

· Submit computer science work product that satisfactorily demonstrates the competencies expected within the Arkansas Department of Education (ADE) Computer Science Standards; and at least a (3.0) GPA.

The student participating in an internship program is responsible for making sure (the high

school principal) receives documentation authenticated by the student's supervisor of the hours worked by the student, proof of the student having completed projects, and regular evaluations of

the student's work by the student's internship supervisor.

A student who completes a computer science internship shall receive credit for the internship as a Computer Science Flex Credit based on the amount of documented on-the-job work hours as follows:

- Half (1/2) credit for completing sixty (60) on-the-job work hours; or
- One (1) credit for completing one hundred twenty (120) on-the-job work hours.

Independent Studies

A Computer Science Independent Study Program shall be designed to enrich the student's

computer science educational experience. A student who desires to complete an independent study shall:

Either:

· Have at least one (1) credit from an ADE approved computer science course; or

· Submit computer science work product that satisfactorily demonstrates the competencies expected within the ADE Computer Science Standards to a local advisor**5**;

Develop an educational plan that is tied directly to extending the computer science concepts found within:

· The most current revision of the Arkansas High School Computer Science Standards;

· College Board AP Computer Science Principles or A; and/or

· IB Computer Science SL or HL;

Submit the study plan to a local advisor**5** for approval;

Have at least a (3.0) **3** GPA; and produce a final product for presentation.

The advisor is responsible for reviewing, monitoring, and approving the student's study plan. The study plan should include anticipated objectives that allow the advisor to evaluate the student's study progress. The student is responsible for submitting regular written reports to the advisor**5** concerning the student's progress towards the student's independent study goals.

The student's hours of study shall be documented by the most appropriate of the following methods:

o Being assigned a class period during the instructional day that is dedicated to the

student's independent study;

o Using the District's system to track student time for digital courses if the student's

attendance and assignments are through a digital classroom; and

o Using another hour tracking system approved by the district Superintendent that provides for accurate tracking of hours and provides safeguards against improper reporting by the student.

A student who completes a computer science independent study shall receive credit for the independent study as a Computer Science Flex Credit based on the amount of documented study hours as follows:

Half (1/2) credit for completing sixty (60) study hours; or

One (1) credit for completing one hundred twenty (120) study hours.

SECTION FIVE - EXTRACURRICULAR ACTIVITIES

(Athletics, School Sponsored Clubs and Organizations, Extracurricular Activities)

1. **EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

Definitions

“Academic Courses” are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State licensure in the course or is otherwise qualified under Arkansas statute, and has a course content guide which has been approved by the Division of Elementary and Secondary Education (DESE). Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by DESE. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

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

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

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete on a school vs. school basis.**1**

“Interscholastic Activities” means athletic or non-athletic/academic activities where students compete with students from within the same school.**1**

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

Extracurricular Eligibility

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the Board believes that a student’s participation in extracurricular activities cannot come at the expense of the student’s classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one (1) per week per extracurricular activity (tournaments excepted)**2**. Additionally, a student’s participation in, and the District’s operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

Any student who refuses to sit for a Statewide assessment or attempts to boycott a Statewide assessment by failing to put forth a good faith effort on the assessment as determined by the assessment administrator/proctor, or whose parents do not send their student to school on the dates the assessments are administered or scheduled as make-up days shall not be permitted to participate in any non-curriculum related extracurricular activity. The student shall remain ineligible to participate until the student takes the same or a following statewide assessment, as applicable. The superintendent or designee may waive this paragraph's provisions when the student’s failure was due to exceptional or extraordinary circumstances.**3** Students falling under the provisions of this paragraph shall be permitted to attend curriculum related field trips occurring during the school day.**4**

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

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

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

Interscholastic Activities

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.**5**

ACADEMIC REQUIREMENTS: Junior High

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

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

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

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

ACADEMIC REQUIREMENTS: Senior High

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

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

STUDENTS WITH AN INDIVIDUAL EDUCATION PROGRAM

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

Homeless Students

Students who are determined to be experiencing homelessness by the school's homeless LEA shall be eligible for participation in interscholastic activities.

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless the student is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.**6**

Interscholastic Activities

AAA Governed Activities

Students participating in interscholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable interscholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.**7**

Non-AAA Governed Activities

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

School Choice Transfers

A student who transfers under a legal school choice option shall not be denied participation in an extracurricular activity where the student transfers based exclusively on the student's decision to transfer. A student who transfers after June 1 of the year the student enters grades seven through ten (7-10) shall complete a Changing Schools/Athletic Participation form as defined by AAA, which must be signed by the:

- Superintendent of the student's resident school district;
- Superintendent of the nonresident school district to which the student transfers; and
- Parent, legal guardian, person having lawful control of the student, or person standing in loco parentis to the student.

The completed Changing Schools/Athletic Participation form shall be filed with the non-resident school district where the student transfers and the AAA. The Changing Schools/Athletic Participation form shall be signed by the superintendent of a student's resident school district and the superintendent of the nonresident school district to which a student transfers unless there is demonstrable evidence of recruiting by the receiving school district personnel or that the student is transferring to the nonresident school district solely for athletic purposes.

A student who transfers into the District and is enrolled in the District by June 1 of the school year the transfer student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10) shall be immediately eligible to participate in an extracurricular activity that is an athletic activity. If a transfer student is not

enrolled in the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10), then the transfer student shall not be eligible to participate in an extracurricular activity that is a varsity athletic activity for up to three hundred sixty-five (365) days.

NOTES: The standards as outlined above are minimum standards and can be raised locally if desired. If your district does not offer a SIP, delete the references to it in your policy.

AAA standards allow a student to participate in an SIP for a maximum of two (2) consecutive semesters and require the student to improve the student's GPA by at least 10% by the end of the first semester to remain eligible for the second semester. By the end of the second semester, the student must have attained a 2.0 GPA to be eligible for competitive interscholastic activities. Following one or more semesters where the student has attained a 2.0 GPA, this cycle may be repeated.

1 The definition for **inter**scholastic activities is effectively taken from the AAA Handbook and is the origin for the extrapolated definition of **inter**scholastic activities. When it comes to implementing this policy, it may be important/helpful to keep in mind that the Handbook also points out the following: Performance activities such as band, speech, drama, etc. may be viewed as competitive arenas both internally (ratings by individual schools) and externally (comparisons of individual or school ratings with a view toward determining an ultimate winner). Additionally, both inter and intra scholastic activities may be curricular if the activity is required as part of the course.

2 While the Standards for Accreditation no longer expressly requires a policy that "shall limit and control interruptions of instructional time in the classroom and the number of absences for such activities", we believe that restrictions on the interruption of instructional time to be a best practice. You could replace "one (1) per week per extracurricular activity" with a specific number of days per semester that could also allow the student to "bank" or accumulate days in anticipation of a major event.

3 This sentence is optional, but it would keep the policy from having "zero tolerance" (which we do not support) and give you latitude to accommodate instances beyond the student's control such as a car accident, serious illness, or other acts of God. If you choose to include the sentence, you may change "Superintendent" to "Principal" if that would work better in your district. Be sure to align your decision for this footnote with the decision you have made on the same issue that exists in policies 4.55 and 4.56.1.

4 This paragraph is entirely optional. Participation in extracurricular activities is not a right, and districts may legally place conditions on a public-school student's eligibility for participation (such as testing compliance), but districts cannot deny a diploma to an otherwise qualified student or deny a student the ability to attend school. If you choose to include the paragraph, the third to the last sentence may be amended to apply to a timeline of your choice.

5 This paragraph is not statutorily required, but has been added to align with Policies 4.56.2— EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS and 4.56.3— EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR PRIVATE SCHOOL STUDENTS with the belief that such information will benefit all students.

6 This also applies to home schooled and private school students and is cleverly accommodated by an adjustment to APSCN reporting outlined in Commissioner's Memo FIN-14-11 or Commissioner's Memo COM-18-009 if the student is also taking courses in accordance with Policy 4.59.

7 Districts should be aware that the AAA handbook contains rules prohibiting students who participate on school sponsored teams of the following interscholastic activities from being permitted to participate in practices and competitions for the same sport during the same season of the interscholastic activity:

1. Football;
2. Basketball;
3. Baseball;
4. Softball; and
5. Volleyball.

Cross References: 4.40—HOMELESS STUDENTS

4.56.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

Legal References: Arkansas Activities Association Handbook

A.C.A. § 6-4-302

A.C.A. § 6-15-2907

A.C.A. § 6-16-151

A.C.A. § 6-18-114

A.C.A. § 6-18-115

A.C.A. § 6-18-227

A.C.A. § 6-18-713

A.C.A. § 6-18-1904

5.1 EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

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

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

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.**1**

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

Home-schooled students whose parent or legal guardian are not residents of the school district will be permitted to pursue participation in an interscholastic activity in the District if:

- The superintendent of the student’s resident district and the superintendent of the District both agree in writing to allow the student to participate in interscholastic activities at the District; or
- The student's resident school does not offer the interscholastic activity and the superintendent of the non-resident district agrees to allow the student to enroll in the interscholastic activity.

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

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

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one non-academic course in the District's school where the student is intending to participate in an interscholastic activity that coincides with the interscholastic activity in which the

homeschooled student participates and shall be required to be at school only when participation in the interscholastic activity requires other students who participate in the interscholastic activity to be at school.

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

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

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

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

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

A home-schooled student may begin participating in an interscholastic activity immediately upon being approved to participate by the District if:

- The home-schooled student has not withdrawn from an Arkansas Activities Association member school; or
- The student has withdrawn from an AAA member school and enrolled in a home school but did not participate in an interscholastic activity that is a varsity sport at the student's resident district prior to the student's withdrawal from the AAA member school.

A home-schooled student shall not be eligible to participate for up to three hundred sixty-five (365) days if:

1. The District is the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10);
2. The District is not the home schooled student's resident district and the home schooled student is not approved to participate in an interscholastic activity that is a varsity athletic activity at the District by June 1 of the school year the student will be enrolled in grade seven (7), eight (8), nine (9), or ten (10); or
3. The home-schooled student withdrew from an AAA member school and participated in an interscholastic activity that is a varsity athletic activity at the student's resident district during the previous three hundred sixty-five (365) days and is seeking to participate in an interscholastic activity that is a varsity athletic activity in the District.

A student who is prohibited from participation in an interscholastic activity due to number 1 shall not become eligible to participate in any interscholastic activity until the completion of the three hundred sixty-five (365) day period. A student who is prohibited from participation in an interscholastic activity that is a varsity athletic activity due to numbers 2 or 3 shall not be eligible for full participation in an interscholastic activity that is a varsity athletic activity until the completion of the three hundred sixty-five (365) day period. A student who is not eligible for full participation may participate in tryouts, practices, classes, or other endeavors associated with the interscholastic activity until the completion of the three hundred sixty-five (365) day period.

Notes: **1** This paragraph is not statutorily required, but without advance determination of the timelines, there will be no way for a parent to know when, or even for what semester, they will have to make their application to the district. Such information will benefit all students.

2 You can only **require** one course, but a district may permit a student to register for more than one course.

Cross Reference: 4.59—ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS

Legal References: A.C.A. § 6-15-509

Arkansas Activities Association Handbook

Commissioner's Memo COM-18-009

Commissioner's Memo LS-18-015

Division of Elementary and Secondary Education Rules Governing Home Schools

Date Adopted: 7/9/2019 Billy Smith

Last Revised: 6/20/2023 Board President

	 7/15/2025

5.2 Athletics and the Role of the Athletic Director

The athletic director is responsible for determining residence eligibility. The athletic director shall consult the school counselor to determine academic eligibility.

The athletic director has the responsibility of assuring that team sport rules are not in conflict with district or AAA policies.

The athletic director is responsible for enforcing AAA and district policies in all areas of athletics.

The athletic director shall coordinate facility repairs and oversee any facility project for any athletic facility.

The athletic director is responsible for budgeting money for individual sports. Each coach shall present a budget for approval to the athletic director upon request.

Any group that attempts to profit from any item with Junction City High School's name or mascot must have the approval of the athletic director.

The athletic director is the person of first contact for any group wishing to use any school owned athletic facility.

The athletic director or his designee shall schedule workers for school sponsored athletic events.

The athletic director or his designee shall secure all monies received at gates and concessions.

Any group wishing to raise funds at a school sponsored event or wishing to raise funds for an athletic team must seek the approval of the athletic director prior to engaging in the fund-raising event.

Any dispute directly related to athletics shall be mediated by the athletic director as the person of first appeal. A second appeal may be presented to the principal in conference with the athletic director. A third appeal may be presented to the superintendent in conference with the athletic director and principal. If no resolution to the dispute can be mediated; the parties will be instructed to use the district grievance policy.

The athletic director in concert with the other administrators is responsible for all facets of the district's athletic program.

5.2.1 Team/ Activity Rules Each coach or sponsor shall have his or her rules available for administration, participants, and parents before the beginning of a given season. As long as the rules of an activity are not in contradiction to District policy and the administration has approved the rules, the participants shall abide by the rules. The coach or sponsor shall have the backing of the administration when a participant violates team or activity rules.

General Participation Policies:

· Varsity Football: The roster of the varsity football squad shall not exceed the number of matching jerseys available. At the conclusion of the 9th grade season, freshmen who have met team requirements may dress out and participate with the varsity team as long as there are enough matching jerseys to suit all players. Should the number of players exceed the number of matching jerseys, the coach will cut the roster based non- arbitrary data.

· Varsity Golf: The roster of the golf team shall be limited to the number of players who can successfully demonstrate a set of skills determined by the

coach.

· Cross Country: The roster of the cross-country team shall be limited to the number of players who can successfully demonstrate a set of skills determined by the coach.

· Varsity Basketball: The roster of the basketball team shall not exceed twenty (20) players for home, away, and tournament games at the conclusion of the 9th grade season, freshmen who have met team requirements may dress out and participate with the varsity team as long as there are enough matching jerseys to suit all players. Should the number of players exceed the number of matching jerseys, the coach will cut the roster based on non-arbitrary data.

· Varsity Baseball/ Varsity Softball: The roster of baseball and softball

teams shall not exceed twenty (20) players for home, away, and

tournament games.

· Varsity Track: The number of participants in varsity track is limited to the

number of matching uniforms. To receive a letter in track, participants must

score at the district track meet.

The criteria for participants selected to be listed on the varsity roster rests solely with the coaching staff of that particular sport. Coaches may allow additional participants to attend practices or participate in specifically labeled Jr. Varsity contests.

5.3 Participation and School Discipline

Athletes and participants will be disciplined according to the handbook, regardless of their standing in extracurricular activities.

· A student who is suspended for any reason may not be on or in close proximity to school grounds or at any school sponsored event for the complete duration of the suspension. Note: Days suspended are 24 hours in duration. A suspension does not end at 3:15 p.m. on the last day assigned but at 12:01 a.m. the following day.

· A student assigned to ISS may not participate in a game or other school sponsored event for the duration of his/her assignment. The student's assignment is over at

3:15 on his/her last day. A student may practice with the team/ or organization as

long as the practice occurs after regular school hours.

· Students who violate school rules while on school sponsored trips or at school sponsored events shall be subject to handbook discipline and may lose privilege to attend any school sponsored event.

· Participants who have been removed or dismissed by the coach or sponsor may be reconsidered for participation after the conclusion of the season. The coach or sponsor maintains this discretion.

· Behavior that results in a five-day suspension or greater shall cause a student to forfeit his/her privilege to participate in or attend any school sponsored event for one calendar year, including participation in commencement exercises should the offense occur at the end of a senior's school year.

5.4 Athletics/ Activities

The Junction City School District is committed to having the best athletic/ activity programs in

the state. That being said, athletics/ activities will not adversely affect student achievement. At the varsity level students may participate in football, basketball, cross country, golf, baseball, track and field, cheer and softball. At the jr. high level the district offers football, basketball, cheer and track and field. Other activities include but are not limited to club participation, band, or other school sponsored organizations including **Homecoming Court**. The District Athletic Director shall be the person of first appeal.

· Athletes must be certified by a physician for participation. The District offers athletic physicals each spring just before the conclusion of the school year. If a student fails this exam or misses it, he/she must present the coach or sponsor with a certificate from a physician stating that he/she is physically able to participate

in the activity. A satisfactory physical exam is valid for one school year.

· The Arkansas Activities Association (AAA) requires students to maintain a 2.0

GPA the semester prior to any given season. A student will be ineligible for all

activities for one semester.

· Participants must meet residence requirements prescribed by the AAA. The superintendent, principal, and athletic director shall determine residency eligibility based on the guidelines of the AAA. In the case of questionable eligibility, the District shall appeal to the AAA for a ruling.

· Participants must **attend at least five of eight periods** in order to participate in an

after school activity unless the student has documentation for an “M” excuse.

· The principal or counselor will reschedule students who quit or are dismissed from an activity. Students may not quit one sport and then engage in the

participation or practice of another sport until the season of the original sport is

concluded. (Example: Students can’t quit basketball to practice softball)

· **Sportsmanship of athletes** and spectators should always be at the highest level.

Unsportsmanlike conduct will not be tolerated. Students or student athletes who engage in disruptive or unsportsmanlike conduct may face punishment up to banning from participation in athletics and/or attending athletic events for 365 days. *See Assault and Battery 3.3.12 and Verbal Dispute 3.3.6a.

5.4 Cheerleaders

To be able to try-out for cheerleader, a student must be in good standing and meet AAA requirements for participation. The cheer sponsor has a complete set of guidelines that are made available to participants before try-outs.

· Certified judges from a local university will determine cheerleaders without bias or prejudice.

· The cheer sponsor shall not be in the tryout area during tryouts.

· Scores will be tallied three times. The principal shall check the final tallies before the squads are announced. The tallies will be conducted by non-biased members of the staff.

· If possible, tryouts are held the Friday before Spring Break.

5.5 Transportation and Extracurricular Activities

The district will transport participants in a plainly marked yellow school bus.

· Students must ride the bus to the activity unless the parent/guardian presents compelling reasons why riding the bus to the destination is an undue hardship.

· With prior arrangements by parents/ guardians, participants may ride home with parents/ guardians at the conclusion of the event. Each coach or sponsor

has his/her method for documenting.

· Misbehavior in transit will not be tolerated and discipline will be handled according to the handbook which may include dismissal from the activity.

5.5.1 Meal Purchases and Reimbursements for Students

At special times such as state play-offs, regional tournaments, state tournaments or

certain competitions, the coach or sponsor may request meal money for student participants.

· The meal money request must be made five school days in advance of the event.

· The athletic director or the principal and superintendent must approve the request.

· The district will provide six dollars for breakfast, seven dollars for lunch, and seven dollars for dinner. (The total for the day may not exceed twenty dollars per student.)

· The coach or sponsor shall gather receipts from each student and turn them in to the office with any unused money.

5.6 Student Social Events

Clubs and organizations may hold social events. Any social event including prom shall be

subject to established school rules.

5.7 Student Clubs and Organizations

Student club meetings or conferences must reflect educational objectives and have

redeeming educational purposes.

· Each club must have a constitution.

· Club activities must conform to school policies.

· Any club activity must have the approval of the principal well in advance—at least ten school days.

· Any conduct that reflects poorly on the school shall be addressed with the guidelines of the handbook but could result in expulsion from school if the conduct is severe enough. (Drugs, alcohol, violence, indecent behavior, etc.)

5.8 Election of Homecoming Queen and Court

Homecoming is a special time.

· All Court Members must meet AAA guidelines to be eligible, including residency and grade point average.

· The Queen and Maid of Honor will be selected from senior girls by the senior class.

· Each class 9-12 will elect two maids to the Court.

· The Queen must be a student at JCHS two complete years prior to the election.

· The Maid of Honor and other Maids must be a student one complete year prior to the election.

· A student may serve on the court as a class maid only two times.

· The Queen or Maid of Honor may serve on the court three times.

· Students are to assemble in their designated election rooms.

· Sponsors must get an accurate count of the number of students eligible to vote.

· Students who are loud or uncooperative lose their right to participate. They should be directed to the office for disciplinary action. Absolutely no behavior that is hurtful toward another student will be tolerated.

· Election will be by secret ballot.

· No student use of electronic devices during the election process.

· Ballots will be provided by the office and include all eligible girls in each grade. Any girl who does not want to be considered may have her name removed from the ballot.

· Sponsors must make sure there are no discrepancies in the number of ballots and the number of votes counted. Having fewer ballots than the possible number is acceptable, but if more ballots are cast than the number of students eligible to vote, sponsors should conduct a revote and try to discern why there are too many ballots.

· If one candidate does not get a 51% majority, a run-off will be conducted for the top two vote getters.

· If there is a tie for the second highest number of votes, the sponsors must conduct a runoff election to determine the second highest candidate.

· Students will then select one candidate. Those votes will be counted and the winner should then be announced only if the winner receives 51% or higher.

· To elect the rest of the Homecoming Court, repeat all facets of this process until all positions have been filled.

· Sponsors will keep all ballots and records of the election for thirty days in a secure location.

· A student who knows she does not meet guidelines should report that she does not so that an embarrassing situation can be avoided.

· Any additional interpretation of these guidelines will be by the principal.

Contact the principal immediately if a problem arises.

5.8.1 Election Process for Student Class Officer

Elections of students are based on credits earned. A class roster must be obtained prior to

elections.

· Class sponsors will check to make sure possible candidates are eligible according to the handbook before the students are present.

· For class officers, candidates must return a Class Officer Intent form.

· Students are to assemble in their designated election rooms.

· Sponsors must get an accurate count of the number of students eligible to vote.

· Students who are loud or uncooperative lose their right to participate. They should be directed to the office for disciplinary action. Absolutely no

behavior that is hurtful toward another student will be tolerated.

· Candidate names should be written on a white board or chalk board.

· Sponsors should pass out small paper ballots.

· Sponsors then take collected ballots to a private location. The candidate with the highest number of votes in each category/office wins. A separate vote for each office will be conducted.

SECTION SIX - DETENTION AND ISS RULES

6.1 Detention

- Report before 12:16 - Junior High or before 1:05 High School lunch.
- Dismiss after lunch.
- Bring assignments and materials.
- Must stay quiet and seated;
- Follow all directions.
- Failure to follow rules will lead to dismissal and reassignment or other disciplinary action.
- Failure to serve D-Hall shall result in an additional day.
- Excessive D-Halls lead to additional discipline.

6.2 In School Suspension

·My behavior has caused me to be assigned ISS away from my fellow students.

Because I realize my behavior is a disruption to others, I will follow all rules that are directed to me. I understand that if I fail to cooperate with the ISS staff, I will be suspended for a period of time deemed appropriate by the principal.

·I will report to ISS before 7:41.

·I will bring all materials that I need for the day plus at least one library book.

Failure to bring all materials will cause me to write another set of rules.

·I will be assigned a workstation that I will keep neat and clean. I will not leave my work station without the ISS monitor's permission. If I leave my work station without permission, I will be assigned another set of rules to write.

·I will fill out my daily student information sheet and place it and my lunch money along with any due assignments on the clipboard. If I fail to accomplish this before the end of first period, I will be given additional time in ISS.

·I will copy the handout “In School Suspension Rules” before I am allowed to sit down. My chair must remain outside the works station until I have finished copying the rules. I will then read the rules back to the ISS monitor. I will then sign, date, and hand the rules in.

·I have eight periods of classes. I will complete an assignment for each class.

For classes that normally do not have written work, I will complete a report that the ISS monitor assigns.

·All my work will be neat and legible. The ISS monitor will not accept junk.

·I will make two copies of all work; one for the teacher who assigned it and one for my ISS folder.

·I will write my name, subject, date, name of the assignment, and page number at the top of all my work.

·The ISS monitor is in charge of all ISS work and may change the assignment to best suit the needs of the ISS environment

Since ISS is not my regular class, I may be required to complete extra work to make up for the lost instructional time.

·All tests sent to ISS are closed book unless specified by the assigning teacher.

·I will follow all instructions immediately and not argue with the ISS monitor over the assignments

·If I have questions about my assignments, I will ask in a way that does not disturb others. Any unfinished work will be returned the next day as homework.

·Both copies of my assignments are to be placed on my clipboard. The ISS monitor will check off completed assignments as they are done. I am to never go to my folder without permission.

·Lunch will be brought to ISS from the cafeteria’s regular lunch line. No sandwich line. I may bring my lunch from home but I must check it with the ISS monitor. I have fifteen minutes to eat lunch during the designated time.

·I will be allowed with permission to go to the restroom only during the time the ISS instructor assigns. If I find a mess in the restroom, I will notify the ISS monitor so that I do not get blamed for the mess.

·I will not ask to leave ISS because I already know I cannot leave. Only if I am ill will the nurse be contacted.

·I will not bring an item not necessary for school work, including but not limited to games, phones, electronic devices, magazines, make-up, toys, etc.

·I will follow these rules at all times:

o No talking

o Stay at assigned workstation

o Leave things alone that are not mine

o Not make unnecessary noises

o Not lay head down or sleep

o Bring no food, drink, or gum

o Not annoy, look at, or touch another student

o Not throw anything

· **For the first violation of any rules, I will have to write the rule 100 times.**

· **Referrals written for misconduct in ISS carry greater penalties than violations out of ISS (suspension is the next logical discipline**

SECTION SEVEN - STUDENT DRUG TESTING POLICY

MISSION STATEMENT

Junction City Public Schools recognizes that drug abuse is a significant health problem for students, detrimentally affecting overall health, behavior, learning ability, reflexes, and the total development of each individual. Our stakeholders are determined to help students by providing another incentive for them to say "No". It is critical that educators and parents continually seek ways to implement effective programs that provide the appropriate actions to address and foster a drug free environment in our schools. Drug abuse includes but is not limited to, the use of illegal drugs, alcohol, and the misuse of legal drugs and medications.

DEFINITIONS**:

Drug: Any substance considered illegal by Arkansas Statutes or which is controlled by the Food & Drug Administration unless prescribed by a licensed physician for that individual.

School Campus: Any property owned by the Junction City School District and property adjacent to school owned property.

Extracurricular Activity Programs: Any activity that meets the guidelines of the Arkansas Activities Association and /or sponsored by the Junction City Public School District. This includes all school sponsored athletic/spirit and student groups as well as students driving on campus.

School Year: From the first day of classes in the fall, unless the activity begins prior to the first day of classes, in which event, from the first day of practice through the last day of classes in the spring.

Testing Coordinator – The Superintendent of schools for Junction City Schools or his/her designee.

Students to be Included in the Selection Pool – Any student of High School age who participates in an extracurricular or co-curricular activity and/or drives on campus.

TESTING AGENCY**:

The district will choose a certified agency for the purpose of randomly selecting students consistent with the criteria set forth by the district, processing sample results, and maintaining privacy with respect to test

results and related matters.

PRESCRIPTION MEDICATION**:

·Students who are taking prescription medication may provide a copy of the prescription or a doctor's verification.

·Student's name must be on the prescription.

·A student who takes prescribed medicine that they do not have a prescription for will be considered misusing legal drugs and be "positive" for drug use.

·Evidence of a valid prescription must be submitted by the parent or legal guardian to the testing coordinator in order to determine the accuracy of the result.

·Students who refuse to provide verification and test positive will be subject to the actions specified below for "positive tests."

·The drug screening samples will be tested for illegal drugs and the misuse of prescription drugs.

Student samples will not be screened for the presence of any substances other than an illegal drug or for the existence of any physical condition other than drug intoxication.

·As a quality control measure, the school reserves the right to send any urine sample that appears unusual in color and /or consistency to a laboratory for testing and confirmation or non- confirmation.

CRITERIA**:

·Each student who participates in an extracurricular activity, co-curricular activity, agricultural classes, and/or drives on campus.

·Student's custodial parent or guardian shall consent in writing to drug testing pursuant to the district's drug testing program.

·Written consent shall be FORM A.

·No student will be allowed to participate in any extracurricular activity, co-curricular activity and/or drive on campus without consent.

·Students who participate in an extracurricular activity, co-curricular activity and/or drive on campus as previously defined will be placed in a random selection pool.

TEST SELECTION PROCESS**:

·Random testing minimum four (4) times per school year with the possibility of more dates if circumstances dictate.

·For each testing session 20% of the pool will be randomly selected by an independent firm hired by the district.

·Parents may pay twenty dollars to the principal's office any time before a testing session to voluntarily have their child tested. Voluntary tests will be reported just as random testing is.

·Testing coordinator shall make all reasonable steps to ensure confidentiality and integrity of the testing pool.

SAMPLE COLLECTION**:

·Samples will be collected within a two (2)-hour time period on the same day the student is selected for testing.

·If a student is absent on that day, the student will be tested upon the student's return to school by the school nurse at the district administration building.

·A student who is notified and fails to report immediately shall result in a positive screening, and will be subject to the actions specified below for a "positive test."

·If a student is unable to produce a sample after a reasonable amount of time, the student may be required to submit a hair sample.

·Students are responsible for any additional costs associated with hair sample testing. Otherwise, the student will remain at the testing site until a urine sample can be produced.

LIMITED ACCESS TO RESULTS**:

The results will be reported only to the superintendent or his/her designee.

PROCEDURES IN THE EVENT OF A POSITIVE RESULT**:

Whenever a student's test result indicates the presence of illegal drugs or the misuse of legal or prescription drugs ("positive test"), the following will occur:

FIRST POSITIVE RESULT:

·If the sample tests positive, a custodial parent or legal guardian will be notified. That parent shall provide transportation at the end of the school day for his/her student.

·A meeting will be scheduled with the superintendent or his/her designee, the student, the custodial parent or legal guardian.

·On a day after the twenty-first day the student will be retested (at the expense of parent- guardian). If the retest results are found to be positive, this will count as the official second positive result.

·If the result of the retest is negative, the student will be selected for each subsequent testing session for the remaining school year.

SECOND POSITIVE RESULT:

·For a second positive result, the student will be placed on probation and not be allowed to participate in any extracurricular activities of Junction City Schools or drive on campus for a period of twenty (20) calendar days.

·A student may practice or attend an organization's meetings at the discretion of the

sponsor/coach but may not compete or dress out for competition or drive on campus.

·The student will be recommended for counseling; if any charge is incurred, it will be the responsibility of the parents.

·On day twenty-one (21), the student will be retested (at the expense of parent-guardian). If the retest results are found to be positive; this will count as the official third positive result. If the test results are found to be negative, the student will again become eligible for competition but will be selected for each subsequent testing session for the remaining school year.

THIRD POSITIVE RESULT:

·A third positive test result in the 12-month period following the first positive test will result in the student's suspension from participating in activities for the remainder of the school year

Form A **COPY-Do Not Remove**

Drug Testing for Extracurricular Activities and Driving on Campus

I understand that my performance as a participant and the reputation of my school are dependent, in part, on my conduct as an individual. I have read the contents of the Junction City Public Schools Drug Testing Policy. I hereby agree to accept and abide by the policies, standards, rules, and regulations set forth by the Junction City School Board and the sponsors for the activity in which I participate.

I also authorize Junction City Public Schools to conduct a urinalysis to test for drugs and/or alcohol use. I

also authorize Junction City Public Schools to conduct random tests during the current school year.

I authorize the release of information concerning the results of such a test to Junction City Public Schools and to the parents and/or guardians of the student.

Permission to participate in Random Drug Testing

This shall be deemed consent pursuant to the Family Education Right to Privacy Act for the release of above information to the parties named above.

Student Printed Name Signature Grade Date

Legal Parent/Guardian Printed Name Signature Date

Student Extracurricular Activities, Co-Curricular Activities, and Drivers:

Please circle or highlight, and/or list, all the activities you are involved with or will be involved with at Junction City High School this school year.

Sport: Activity: Clubs:

Drive on Campus Baseball Band Class Officer Basketball Yearbook FBLA
Cheerleading Homecoming Court FCCLA

Football Honor Society Science Club Weightlifting Beta Spanish Club

Softball Student Council

Track FFA

Other:

o None of these apply to me this school year

Form B **COPY-Do Not Remove**

Notification of Initial Positive Test Result

in Violation of the Student Drug Testing Policy

I, the custodial parent/ guardian of, a student in

Junction City Public Schools have been notified by officials of Junction City Public Schools that

(student's name) has tested positive during the drug test administered under the provisions set by Junction City Public Schools.

A meeting was held on (date)

at (location.) Participants at the meeting:

(name) (title)

(name) (title)

(name) (title)

On or after the twenty first day, the student will be retested (at the expense of parent/guardian). If the retest results are found to be positive, this will count as the official second positive result. If the result of the retest is negative, the student will be selected for each subsequent testing session for the remaining school year. I, the custodial parent/legal guardian, understand that if the retest results are found to be negative, the so named student will remain eligible for competitions, activities, and driving on campus at Junction City Schools.

Custodial Parent/Legal Guardian School Official

Form C **COPY-Do Not Remove**

Notification of Second Positive Test Result

in Violation of the Student Drug Testing Policy

I, the custodial parent / guardian of

, a student in

Junction City Public Schools have been notified by officials of Junction City Public Schools that

(student's name) has tested positive for the

second time during the drug test administered under the provisions set by Junction City Public Schools.

The student is hereby recommended for counseling. If any charge is incurred, it will be the responsibility of the parents. The student will also be placed on probation and will not be allowed to participate in competitions or drive on campus for a period of twenty days.

On a day on or after the twenty-first day, the student will be retested (at the expense of the parent

/guardian) under the guidelines set for in the Drug Testing Policy. I, the custodial parent/legal guardian, understand that if the retest results are found to be negative, the so named student will again become eligible for competitions, activities, and driving on campus at Junction City Schools. If any of the subsequent test results are positive, the so named student will be suspended from competition, activities, and driving on campus at Junction City Schools for the remainder of the school year. I understand that my student will be selected for each subsequent testing session for the remaining school year.

Custodial Parent/Legal Guardian School Official

Form D **COPY-Do Not Remove**

Notification of Third Positive Test Result

in Violation of the Student Drug Testing Policy

I, the custodial parent / guardian of

, a student in

Junction City Public Schools have been notified by officials of Junction City Public Schools that

(student's name) has tested positive for the third time during the drug test administered under the provisions set by Junction City Public Schools.

The student is hereby suspended from participating in extracurricular activities and driving on campus for the remainder of the school year.

Custodial Parent/Legal Guardian School Official

SECTION EIGHT - PARENT INVOLVEMENT PLAN

JCHS Parent and Family Engagement Plan

2025-2026 Committee Members:

Kelsie Crawford	Parent Facilitator
Joy Mason	Superintendent
Kendall Hutcheson	Principal
Shelby Ward	NECC Director
Tammy Jerry	School Base Community Health
Jordan Weldon	High School Counselor
Olivia Robertz	Parent
Jill Wilson	Parent
Trenda Henderson	Parent
Xairius Larry	Teacher
Sterling Jackson	Parent
Katie Leopard	Parent
Henry Harrell	Teacher
Michelle Smith	Teacher
Melvin Smith	Student
Antonio Buggs	Student
Caden Gibson	Student
Natalie Crawford	Student
Addie Allen	Student

Jointly Developed:

Parents and family members were involved in the development of Junction City High School (JCHS) parent and family engagement, the schoolwide program and improvement plans through participating in committee meetings and through two-way communication with parent facilitators. All parents and family members are invited and encouraged to participate in school parent and family engagement committee meetings, activities, and events. Additionally, the principal held School Improvement meetings to plan, monitor,

evaluate and revise school improvements plans to sustain continuous school improvement. Parents, students, faculty, staff and other stakeholders will participate in the meeting/activities.

- JCHS will ensure adequate representation of parents and families within our school.
- JCHS will ensure adequate representation of students to participate in the planning process.
- JCHS will establish expectations and objectives for meaningful involvement which reflect the specific needs of students and families.

A. Increase parent and family engagement to decrease apathy of student achievement among parents and students.

B. Create and sustained a safe environment free drug, alcohol, bullying and violence.

C. Promote and improve the overall health and wellness of our students, staff and other stakeholders.

D. Train parents in the strategies to increase student achievement.

- JCHS parent and family engagement plan will be available to all families and community
- JCHS will place the plan on the district website by October 1. The plan for the 2026-2027 school year will be due by August 1.
- JCHs will place a copy of the parent and family engagement plan outline and as a supplement to the student handbook. Signatures will be obtained from each parent acknowledging receipt of the JCHS parent and family engagement plan.

Parents and families will be involved in the decisions regarding how funds reserved for parent and family engagement activities are allotted through participation in parent and family committee meetings, surveys, and other events.

Parents and families will be involved in the evaluation and update, at least annually, of the school's parent and family engagement plan.

The parent and family engagement plan will be incorporated into the school-wide plan.

Comments from parents who deem the schoolwide plan is unsatisfactory will be submitted to the Division of Elementary and Secondary Education.

JCHS will put into operation programs, activities, and procedures for the involvement of parents and families in its school. JCHS held a meeting to update the policy for the current school year, facilitated by Kelsie Crawford. The JCHS Family Engagement Committee is made of community members, parents, administrators, teachers, and students. Kelsie Crawford is the facilitator.

JCHS will incorporate the school wide family engagement policy into its school wide improvement plan. The school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children information and reports in an understandable and uniform format, including alternative formats upon request and, to the extent practicable, in a language parents understand.

If the school plan is not satisfactory to the parents of participating children, JCHS will submit their comments along with the plan to the state department of education.

Annual Title I Meeting:

The facilitator at Junction City Elementary and Junction City High School will work with the superintendent to form a committee of teachers, community members, and Junction City Alumni. From this committee, various activities at the elementary and high school campuses are discussed and planned. This committee was formed with the idea that a community presence at school will help to bridge the gap in our low achieving students.

Parent and Facilitator: Kelsie Crawford: crawfordk\@jcdragons.k12.ar.us

Communication:

- JCHS website has a calendar link that lists upcoming events.
- JCHS has a link that shares educational websites with students & parents.
- JCHS website has a parent link for various issues that parents may encounter with their children.
- JCHS website has a HAC link for parents to check their child's grades. Login information is given at the first parent/teacher conference.
- Junction City School has a Facebook page that allows parents to be informed, of all pertinent, upcoming events, public service announcements, and displays student's work. These include, but are not limited to, student directed videos, pictures of students receiving academic and athletic awards, and being actively engaged in academic endeavors in their respective classrooms.
- JCHS teachers use Remind 101 to notify parents when students have upcoming exams and projects that are due.
- Parents are given an opportunity to have the results of his or her child's standardized test scores interpreted, for them in group and or/individual meetings with the school counselor.
- Building principals give a report on the state of the school each month, at the school board meeting. Citizenship awards (outstanding character) are recognized each month at the school board meeting. A Sonic card is also given to the student as reward for displaying great character.
- Progress reports are sent home every 4 1/2 weeks regarding their child's academic progress.
- A back-to-school open house is held for parents and students to meet their teachers and discuss classroom, expectations and procedures. A handbook and information packet is also given at this time.
- Parents and students new to the JCHS are invited to attend a special session prior to parent/student orientation to familiarize them with them with their new school.
- A school compact is given at an open house for parent, student, and teacher to sign to identify the roles of each participant.
- An awards program is held at the end of every semester to award students for their academic achievements. The awards program also includes rewarding those students who have moved up a letter grade in their classes.

Junction City High School has also implemented an incentive program for students who:

- Achieve an 18 or higher on the ACT

- Score proficient or better on standardized testing

School-Parent Compact:

A School compact is presented and discussed at an open house for parents, students, and teachers to sign. The compact contains the roles of each part and how they can contribute to the child's academic success. The listed parties have talked about and agreed to adhere to the conditions of the compact.

Junction City High School, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of Every Student Succeed Act (ESSA) (participating children) agree this compact outlines how the parents, the entire school faculty, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. The school-parent-student compact is in the student handbook. All students and parents are required to sign and return receipt of compacts.

Reservation of Funds:

The school ensures that parents and families are involved in the decisions regarding how funds for parent and family engagement activities are allotted during the parent involvement committee meetings. JCHS will ensure that funded activities and strategies are consistent with school and district policy. The district will support and monitor the respective school activities and funds. The parent facilitator of the respective school must complete and submit the requisition for funds to the school principal. Once the principal approves the requisition, it will be given to the director of the special programs for final approval and fund disbursement.

Coordination of Services:

- JCHS will coordinate and integrate programs and activities with other Federal, State, and local programs.

•JCHS will conduct other activities, such as parent resource centers, that encourage and support parents. The Parent Involvement Facilitator for the elementary is Sharon Harris and the high school Parent Involvement Facilitator is Deneen Miller.

Building Capacity –Parents

Regular parent meetings are, held where parents are, given a report on the state of the school and an overview of the school's academic curriculum. The annual report to the public meeting date us TBA. Invitations to these meetings are on the JC school website and are, announced in the local newspaper. Junction City High School will have two parent/teacher conferences per school year. The first, conference is September 22, 2026. The second conference will be held February 9, 2027. The Parent Involvement Committee meeting will be a minimum of one per nine weeks.

A "Fostering Family Engagement" night will be, held in November of 2020 to assist parents in evaluating their students' academic performance. Standardized testing information will also be, given during this night to ensure parents and students understand the impact their child's test scores have on the school district and how high-test scores can translate to financial benefits.

Information regarding ACT workshops and FAFSA will be available. College/university representatives from two- and four-year colleges and from local industries, will also be on hand to answer questions for parents who may have students interested in attending college, receiving a trade certificate, or becoming gainfully employed immediately after high school. Junior high parents will work with their students to create a plan of study, that will serve as the both parent(s) and student's academic guide for the current school year.

A "STEM" night will be held on March 11, 2027. Parents will meet in the high school's Gym to engage in activities, which will enhance their child's academic success and allow the parents to partner with their students, to participate in STEM activities with local businesses, to discover ways to further enhance learning, at home.

A volunteer survey, with numerous ways for parents to volunteer is, sent home for parents to fill out and return. Opportunities are, listed for parents to volunteer in the classroom, in the general school population, and in fundraising. This survey encourages the participation in the following areas:

Classroom:

-room visits made by parents

-classroom preparation

- sharing information that is beneficial to students as guest speakers

School

- typing, collating, sorting for PTA and/or school office

- assist in the computer lab

- assist with making copies for teachers and office staff

- videotaping a special event

- assist with morning and afternoon traffic for car riders

- assist students with tutoring

- assist with fundraisers

Other:

- assist with homecoming activities

- graduation

-music program

-assist with various banquets

- participate in Life Share Blood drives held at school

- organize reward parties (games/activities, collect door prizes)

- serve on SIP Committees: Health & Wellness, math, parent involvement, literacy - serve on

the handbook Committee.

A Volunteer/Parent Training will be, held in the multipurpose room during the October Family Engagement Night.

Junction City High School Faculty completed 1 hour of professional development through the, Back to School Orientation. The additional required hour of professional development is, left to the individual. Many faculty members choose to visit the IDEAS portal to acquire this hour.

The Junction City website has a link for parents to gain access to developmentally appropriate, learning activities at home, nutritional assistance, and other parenting issues that parents may, encounter. Materials (pamphlets/flyers) will also be available in the school parent center located in the counselor's office. Parents can make use of ADE website and tools for parents at http://www.arkansased.gov Parents can also go to https://www.choosemyplate.gov/ for assistance with nutritional meal planning and preparation. JCHS also has a quick link for these parent tools.

Building Capacity –Discretionary

Parents may check out materials, use the computer to check grades, and visit educational web, sites in the parent center.

Junction City High School sends home informational packets at the beginning of each year, which includes a copy of the school's Parent and Family Engagement Plan, survey for volunteer interests, recommended roles for parents/ teachers/students and school, suggestions of ways parents can become involved in their child's education, parental involvement activities planned for the,

current school year. At the back-to-school open house, teachers will inform the parents of the best time to schedule conferences and/or calls so that the best effort possible, from parent and teacher, can be put forth regarding their child's education.

Junction City High School will send home a parent handout that lists the available resources, online at the school's website. The handout will also be available at local businesses in the,

community. Resources will also be handed out at various school sponsored, functions, so as to reach each and every parent who has a child enrolled in grades 7th-12th.
Nine-week parent and family engagement meetings are held at a variety of times.