

Jonesboro Public Schools

K-12 Student/Parent Handbook



*Excellence Is Our Standard - Not Our Goal -
For Every Child!*

2024 - 2025

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Jonesboro Public Schools
2024-25 STUDENT HANDBOOK

Welcome to Jonesboro Public Schools!

The faculty and staff at Jonesboro Public Schools extend a sincere welcome to you. We are pleased you have elected to be a part of our district.

Jonesboro is well-known and admired for the quality of its education. Our schools provide a quality instructional program designed to help every child reach his/her maximum potential. We have high expectations of ourselves and we extend these same expectations to you. In Jonesboro Public Schools, *Excellence is our standard – not our goal – for every child.*

We invite you to become truly involved in our district. We encourage all parents and guardians to be active partners in their child's education. Educating our students has always been and will continue to be a collaborative effort between school and home. We also encourage you to learn more about the great things happening in our schools on a daily basis. You will be truly inspired by our many wonderful students, teachers, and administrators.

Your child has been issued a Student Handbook for the upcoming year as required by the State of Arkansas. Our handbook can also be found on the JPS District website. The handbook contains information about the rules, regulations, and policies of the school district. While it is impossible to list in the handbook all of the rules and guidelines for student and staff use, we believe the contents of this handbook will help serve as a guide and define rules and regulations as required by federal and state laws. We therefore ask that you read this handbook carefully and indicate that you have done so by signing and returning the required signature page.

On behalf of the Superintendent's office, thank you for placing your trust in Jonesboro Public Schools.

Sincerely,

Dr. Kim Wilbanks
Superintendent

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SECTION 1: GENERAL INFORMATION

PHILOSOPHY - Policy 5.1

- A. Jonesboro Public Schools is committed to providing every child with the necessary skills and capabilities for success in the 21st century. Educational decisions in the Jonesboro District reflect valid analyses of current data and scientifically-based research. The district's broad curriculum is engaging, challenging, differentiated, and relevant to today's world and future educational pursuits. We encourage every child in the pursuit of worthwhile interests and abilities. Collaborative planning and mutual accountability permeate all phases of the educational process to insure the success of every child. Within a functional, safe environment, we promote wholesome attitudes essential to the development of good citizens. Every staff member, child, and parent has a personal responsibility to promote the educational goals that have been determined by the schools and community. Above all, excellence is our standard—not our goal—for every child.
- B. The Jonesboro School District assumes the responsibility of providing students attending its schools a high-quality education that challenges each student to achieve their maximum potential. The district shall endeavor to create the environment within the schools necessary for every student to find success. The Jonesboro Public Schools will strive to develop the following goals in all students:
1. Develop a desire for learning now and in the future.
 2. Develop personal responsibility and sound ethical behavior.
 3. Develop skills in creating group relationships.
 4. Promote understanding, tolerance, and acceptance of ethnic, cultural, religious, and personal differences.
 5. Develop knowledge and understanding of democratic ideas and ideals.
 6. Use multiple resources to find, examine, organize and use information.
 7. Develop skills in literacy, natural sciences, mathematics, and social sciences.
 8. Develop skills to enhance workplace productivity and career options.
 9. Develop creative self-expression through various media.
 10. Develop an understanding of and capacity for maintaining good physical health and well-being.

HISTORY BOE: ADOPTED MARCH 11, 2008

JPS PARENTAL/COMMUNITY INVOLVEMENT – District Policy 6.11

Jonesboro Public Schools (JPS) recognizes the need for strong parental, family, and community engagement in the educational process of our students. To support the goal to educate all students effectively, JPS and parents must work together as knowledgeable partners. JPS fosters and supports parent involvement by coordinating a comprehensive parental, family, and community engagement program that offers parents multiple opportunities to be involved in the education of their children. To view the complete parental, family, community engagement plan, please visit the district's website or contact the district office to request a copy.

The district will assist schools in developing parental, family, and community engagement policies and programs to improve student achievement. District staff will assist building staff in devising appropriate methods of implementing Academic Improvement Plans (AIPs) for students scoring below proficiency on state assessments and explaining the law and consequences to parents of students not participating in AIPs. The district will assist schools in providing timely communication and providing parents on-line access to grades and attendance. The district will provide training annually for volunteers. The district will provide opportunities for joint collaboration with parents, community members, teachers, etc. to offer input in the development of JPS and school plans

The district will insure that Title I schools: (1) provide assistance to parents in understanding content and how to monitor their children's progress; (2) provide materials and training to help parents work with their children to improve academic achievement; (3) educate teachers, principals and other staff in the importance of effective communication, value and utility of contributions of parents; (4) coordinate and integrate parent involvement programs and activities; (5) ensure that information related to schools and parent programs is sent to parents to the extent practical in a language parents (including disabled parents) can understand; (6) and, provide other reasonable support for parental involvement activities as parents may request.

JPS will schedule two Parent-Teacher conference days. Beginning in 6th grade, students will attend conferences to discuss opportunities and requirements for student success (i.e., course requirements, the Smart Core/Core Curriculum, college requirements).

Legal References: 20 U.S.C. § 6318; A.C.A. § 6-15-1702; A.C.A. § 6-15-1703; A.C.A. § 6-15-1704; Division of Elementary and Secondary Education Rules Governing Parental Involvement Plans and Family and Community Engagement
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED: JULY 10, 2018; JULY 14, 2020; JUNE 8, 2021

For the complete policy regarding Parent, Family, and Community Engagement-District, Policy 6.11, refer to the JPS District Policy on the JPS website.

JPS PARENTAL/COMMUNITY INVOLVEMENT – SCHOOL Policy 6.12

A child's education is the responsibility shared by the school and parents and families. Each school in JPS develops its own parental, family and community engagement plan and provides many opportunities for parents, families, and community to be involved in the education of their children to improve student achievement. Copies of the parent, family, and community engagement plan may be viewed on the school's website or a copy of the plan may be obtained from the Library-Media Specialist on each campus.

Each school will:

- Have a parent center with a parent facilitator. Materials will be available for parents to use to support their children's achievement.
- Offer meaningful, regular, two-way communication between parents and the school.
- Conduct parent-teacher conferences a minimum of two times each year.
- Coordinate opportunities for parents to volunteer, including a survey to determine their interests and volunteer resource book.
- Distribute packets including information about grade-level/course learning expectations and ways parents may help their children improve academic performance.
- Share information about activities planned throughout the school year to encourage parental involvement.
- Use email, Alert Now electronic message system, newsletters, phone calls, notes, websites, etc. to communicate with parents.
- Provide parents materials including parenting books, magazines and other information in the parent center in each school's library-media center.
- Schedule parent, family, community engagement meetings to discuss services available in each school, what students will be learning, and how students will be assessed.

Legal References: 20 U.S.C. § 6318; A.C.A. § 6-15-1702; A.C.A. § 6-15-1703; A.C.A. § 6-15-1704; Division of Elementary and Secondary Education Rules Governing Parental Involvement Plans and Family and Community Engagement
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED: JULY 10, 2018; JULY 14, 2020; JUNE 8, 2021

For the complete policy regarding Parent, Family, and Community Engagement-School, Policy 6.12, refer to the JPS District Policy on the JPS website.

CLOSED CAMPUS - Policy 4.10

- A. All schools in the district shall operate closed campuses. Students are required to stay on campus from their arrival until dismissal at the end of the regular school day. Unless given permission to leave the campus by a school official, students must sign out in the office upon their departure.
- B. Parents/guardians must provide written permission before a student will be permitted to leave the school grounds with someone other than the parent/guardian, and photo identification will be required of the adult.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED: JUNE 12, 2012

STUDENT ORGANIZATIONS, EQUAL ACCESS - Policy 4.12

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. 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. A complete set of guidelines regarding such meetings may be found in the Jonesboro Policy Book.

Legal References: A.C.A. § 6-5-201 et seq., A.C.A. § 6-10-132, A.C.A. § 6-18-601 et seq., A.C.A. § 6-21-201 et seq., 20 U.S.C. 4071 Equal Access Act, Board of Education of the Westside Community Schools v. Mergens, 496 U.S. 226 (1990), A.C.A. § 6-18-601 et seq.
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 8, 2010; JUNE 14, 2011; MAY 11, 2015

For the complete policy regarding Student Organizations/Equal Access, Policy 4.12, refer to the JPS District Policy on the JPS website.

PRIVACY OF STUDENTS' RECORDS/DIRECTORY INFORMATION - Policy 4.13

- A. Except when a court order regarding a student has been presented to the district to the contrary, all students' education records are available for inspection and copying by the parents or guardian of any 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 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 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.
- B. 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:
1. it is in the sole possession of the individual who made it;
 2. it is used only as a personal memory aid; and
 3. 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 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.

- C. For purposes of this policy, the Jonesboro School District does not distinguish between a custodial and non-custodial parent or a non-parent such as a person acting in loco parentis or a foster parent. 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.
- D. If a court order exists which directs that a parent not have access to a student or his 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.
- E. 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 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.
- F. 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, postsecondary educational institutions, prospective employers of those students, as well as school publications such as annual yearbooks and graduation announcements. "Directory information" includes, but is not limited to, a student's name, address, telephone number, electronic mail address, photograph, date and place of birth, dates of attendance, his/her placement on the honor roll (or the receipt of other types of honors), as well as his/her participation in school clubs and extracurricular activities, among others. If the student participates in inherently public activities (for example, basketball, football, or other interscholastic activities), the publication of such information will be beyond the control of the district. Directory information also includes a student identification (ID) number, user ID, or other unique personal identifier used by a student for the 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 access gain 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 written permission from the student's parent or student if over the age of 18.
- G. The form for objecting to making directory information available is located in the student packet 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 at Student Privacy Policy Office, U.S. Department of Education, 400 Maryland Avenue SW, Washington, D.C. 20202.

Legal Reference: A.C.A. § 9-29-113 (b)(6), 20 U.S.C. § 1232g, 20 U.S.C. § 7908 (NCLB Section 9528), 34 CFR 99.3, 99.7, 99.31, 99.21, 99.22, 99.30, , 99.32, 99.33, 99.34, 99.35, 99.36, 99.37, 99.63, 99.64

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 11, 2009; JUNE 14, 2011; JUNE 12, 2012; MAY 11, 2015; JUNE 9, 2020; JUNE 13, 2023

For the complete policy regarding Privacy of Students' Records/ Directory Information, Policy 4.13, refer to JPS District Policy on the JPS website.

PERMANENT RECORDS – Policy 4.38

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

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 10, 2008

STUDENT PUBLICATIONS AND THE DISTRIBUTION OF LITERATURE - Policy 4.14

- A. **Student Publications:** 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. Such publications, as well as the content of student expression in school-sponsored activities, shall be subject to the editorial control 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 publications that do not condone or promote products that are inappropriate for the age and maturity of the audience or that endorse such things as tobacco, alcohol, or drugs.
 2. Publications may be regulated to prohibit writings which are, in the opinion of the appropriate teacher and/or administrator, grammatically incorrect, poorly written, inadequately researched, biased or prejudiced, vulgar or profane, or unsuitable for immature audiences.
 3. Publications may be regulated to refuse to publish material which might reasonably be perceived to advocate drug or alcohol use, irresponsible sex, or conduct 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 publications include those that:
 - a. Are obscene as to minors;
 - b. Are libelous or slanderous, including material containing defamatory falsehoods about public figures or governmental officials, which are made with knowledge of their falsity or reckless disregard of the truth;
 - c. Constitute an unwarranted invasion of privacy as defined by state law,
 - d. Suggest or urge the commission of unlawful acts on the school premises;
 - e. Suggest or urge the violation of lawful school regulations;
 - f. Scurrilously attacks ethnic, religious, or racial groups; or
 - g. Harass, threaten, or intimidate a student.
- B. **Student Publications on School Web Pages:** Student publications that are displayed on school web pages shall follow the same guidelines as listed above plus they shall
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 18.
 3. State that the views expressed are not necessarily those of the school board or the employees of the district.
- C. **Student Distribution of Non-school Literature Publications, and Materials:** A student or group of students who distribute ten (10) or fewer copies of the same non-school-sponsored literature, publications, or materials shall do so in a time, place, and manner that does not cause a substantial disruption of the orderly education environment. A student or group of students wishing to distribute more than ten (10) copies of non-school-sponsored materials shall have school authorities review their non-school-sponsored materials at least three (3) school days in advance of their desired time of dissemination. School authorities shall review the non-school-sponsored materials, prior to their distribution and will bar from distribution those non-school-sponsored materials that are obscene, libelous, pervasively indecent, or advertise unlawful products or services. Material may also be barred from distribution if there is evidence that reasonably supports a forecast that a substantial disruption of the orderly operation of the school or educational environment will likely result from the distribution. Concerns related to any denial of distribution by the principal shall be heard by the superintendent or his/her designee, whose decision shall be final. The assistant superintendent shall review non-school publications prior to their distribution and will bar from distribution those 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 disruption will likely result from the distribution.

- D. 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;
 5. Not inhibit a person's right to accept or reject any literature distributed in accordance with the regulations;
 6. Students shall be responsible for the removal of excess literature that is left at the distribution point for more than three (3) days and are responsible for picking up any materials thrown on school grounds.
- E. The superintendent and the student media advisors, shall develop administrative regulations for the implementation of this policy. The regulations shall include definitions of terms and the time(s), places(s) and manner(s) of the dissemination of student media, which shall include timelines for the review of materials.

Legal References: A.C.A. § 6-18-1202, 1203, & 1204, Tinker v. Des Moines ISD, 393 U.S. 503 (1969), Bethel School District No. 403 v. Fraser, 478 U.S. 675 (1986), Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988)

HISTORY BOE: ADOPTED MARCH 11, 2008, REVISED JUNE 10, 2008; JUNE 25, 2019; JUNE 9, 2020

CONTACT WITH STUDENTS WHILE AT SCHOOL - Policy 4.15

- A. Parents wishing to speak to their children during the school day shall register first with the office. 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. 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 the parent was supposed to pick up the student on any given day.
- B. **CONTACT BY LAW ENFORCEMENT, SOCIAL SERVICES, OR BY COURT ORDER** - State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes Against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Except as provided below, other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant. If the district makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, or other person having lawful control by court order, or person acting in loco parentis identified on student enrollment forms. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, legal guardian, person having lawful control of the student or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crimes Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.

- C. 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, or other 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.
- D. 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.

Legal Reference: A.C.A. § 6-18-513, A.C.A. § 6-18-514, A.C.A. § 9-13-104, A.C.A. § 12-18-609, 610, 613, A.C.A. § 12-18-1001, 1005

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 14, 2011; MAY 11, 2015; MAY 10, 2016; JUNE 12, 2017; JUNE 25, 2019; JUNE 9, 2020; FEBRUARY 13, 2024

STUDENT VISITORS - Policy 4.16

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.

Legal Reference: A.C.A. § 6-21-606, A.C.A. § 6-21-607

HISTORY BOE: ADOPTED MARCH 11, 2008

VISITORS TO THE SCHOOLS – Policy 6.5

- A. 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 and receive authorization from the building principal or the principal’s designee before the individual may enter the school property. 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.
- B. 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.
- C. Visitors, including parents wishing to speak with students during the school day shall register first with the office.
- D. 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.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED MAY 11, 2015; JUNE 13, 2023

EXTRACURRICULAR ACTIVITIES–SECONDARY – Policy 4.56

- A. The board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom will be minimal and absences from class to participate in extracurricular activities will be monitored.

Additionally, a student's participation in, and the district's operation of, extracurricular activities shall be subject to the following policy. All students meeting this policy's criteria are eligible for extracurricular activities.

- B. 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, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities. No student will be allowed at Fall Dances (1st Semester) or Spring Dances (2nd Semester) if they have received more than one ISS or any OSS assignment during the semester.

Club/Organization/Class Officer Candidate/Positions of Honor (Homecoming Queen/King, Pageant Participant, etc.)
Qualifications:

In order for any student to run or be nominated as an officer in any club, organization or class he/she must meet the following requirements.

- a. Student shall initiate candidacy with a class officer petition.
 - b. Student must have a GPA of 2.0 or better.
 - c. Prospective candidate must not have more than one assignment in in-school suspension and or any single out-of-school suspension.
 - d. Prospective candidate must not have had a pattern of absenteeism during the present or previous school year.
- C. 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 certification in the course, and has a course content guide which has been approved by the Arkansas Department of Education. Any of the courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education.
 - D. Supplemental Improvement Program 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.
 - E. **ACADEMIC REQUIREMENTS: Junior High**
A student promoted from the sixth to the seventh grade automatically meets scholarship requirements. A student promoted from the seventh to the eighth grade automatically meets scholarship requirements for the first semester. The second semester eighth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.
 - F. The first semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed four (4) academic courses the previous semester.
 - G. The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her graduation requirements.
 - H. 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 in the fall semester of their tenth-grade year.
 - I. **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 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 a supplemental instruction program to maintain their competitive interscholastic extracurricular eligibility.
 - J. **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).
 - K. **HOMELESS STUDENTS:** Students who are determined to be experiencing homelessness by the school's homeless liaison shall be eligible for participation in interscholastic activities.

L. ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations of the Arkansas Activities Association (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 an AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

M. 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.

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

Legal References: Arkansas Activities Association Handbook; A.C.A. § 6-4-302; A.C.A. § 6-15-2907; A.C.A. 6-18-713; Commissioner’s Memo COM-18-009; Commissioner’s Memo LS-18-015

HISTORY BOE: ADOPTED APRIL 28, 2014 REVISED MAY 10, 2016; JUNE 12, 2017; JUNE 25, 2019; JUNE 25, 2019; JUNE 8, 2021; JUNE 13, 2023

For the complete policy regarding Extracurricular Activities - Secondary, Policy 4.56, refer to JPS District Policy on the JPS website.

EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS – Policy 4.56.2

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

Home-schooled students whose parents or guardians 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 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 an interscholastic activity without discrimination. The district shall provide a reasonable alternative to any prerequisite for eligibility to participate in an interscholastic activity that the home-schooled student is unable to meet because of his or her enrollment in a home school.

The district shall abide by this policy and by the rules contained in the Arkansas Activities Association (AAA) Handbook governing interscholastic activity participation of students who are home-schooled. Areas of eligibility criteria, such as a student’s age and semesters of eligibility, are the same for home-schooled and traditional students and are governed by the current AAA handbook.

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

Legal Reference: A.C.A. § 6-15-509, A.C.A. § 6-18-232, A.C.A. § 6-18-712, A.C.A. § 6-16-151; Arkansas Activities Association Handbook

HISTORY BOE: ADOPTED APRIL 28, 2014 REVISED: JUNE 12, 2017; JUNE 25, 2019; JUNE 13, 2023

For the complete policy regarding Extracurricular Activity Eligibility for Home Schooled Students, Policy 4.56.2, refer to the JPS District Policy on the JPS website.

EXTRACURRICULAR ACTIVITIES–ELEMENTARY – Policy 4.56.1

A. The board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student’s educational experience. At the same time, the board believes that a student’s participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per

week per extracurricular activity (tournaments or other similar events excepted with approval of the principal). All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

- B. A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.
- C. For the purposes of 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, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.
- D. 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.
- E. No student shall be required to pay for individual or group instruction in order to participate in an extracurricular activity.

Legal References: A.C.A. § 6-4-302; A.C.A. § 6-15-2907; A.C.A. § 6-16-151; A.C.A. § 6-18-713; Commissioner's Memo LS-18-015

HISTORY BOE: ADOPTED APRIL 28, 2014 REVISED JUNE 12, 2017; JUNE 25, 2019; JUNE 8, 2021

PARTICIPATION IN SCHOOL ACTIVITIES

Students that miss any part of the regular school day are ineligible to participate in games, practices, performances, contests, or credited work programs unless the absence is cleared by the building principal.

HISTORY BOE: ADOPTED MARCH 11, 2008

WEB SITE PRIVACY POLICY – Policy 5.20.1

- A. The Jonesboro School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors nor is any such information given to “third parties.” Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.
- B. The site serves no commercial purpose and does not collect any information from individuals for such purpose.
- C. Photographs of students shall not be displayed on any page of the district's website without the prior written consent of the parent (or the student if 18 or older).
- D. The site provides for email communication between the district and individuals for the purpose of exchanging information regarding the district and its activities or between teachers and their students. The site may also provide for password protected communication between the district and its staff.

Legal References: 15 U.S.C. § 6501 (COPPA)

History BOE: Adopted March 11, 2008; August 12, 2008

STUDENT PARTICIPATION IN SURVEYS – Policy 5.24

No student shall be required to submit to a survey, analysis, or evaluation that is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the student's parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis. Parents, legal guardians, persons having lawful control of the student, or person standing in loco parentis wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school. Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or

regulation and standardized scholastic achievement tests) is administered to a student. A complete set of guidelines is available in the Jonesboro Public School Policy Manual.

Legal Reference: 20 USC § 1232h (a), (b), (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(A)(i)(ii)(B), (2)(A)(i)(ii)(B)(C)(ii), (5)(A)(ii)(B), (6)(C)(F)(G)], ACA § 6-18-1301 et seq.

HISTORY BOE: ADOPTED MARCH 11, 2008; JULY 9, 2024

FIELD TRIPS AND EXCURSIONS

Field trips can be defined as a teaching technique involving any organized travel made primarily with an educational motive in mind. Such a journey grows out of the student's need for first-hand data to assist in solving problems.

1. Educational trips must be approved by the central office and must be a part of a unit being taught.
2. Matters pertaining to the mode of transportation, finances and safety precautions shall be clearly understood before such a trip is undertaken.
3. Field trips shall be cleared by the building principal and assistant superintendent.

HISTORY BOE: ADOPTED MARCH 11, 2008

SCHOOL SPONSORED TRIPS

The Jonesboro School District desires that students travel to and from school competitions as well as on school trips via transportation provided by the district. Students shall be permitted to return from school-sponsored events with parents upon written request of the parents, provided that the school principal (administrator) grants that permission. The parental request must be approved prior to the trip. The parent will sign out the student at the school event.

HISTORY BOE: ADOPTED MARCH 11, 2008

FUND RAISING – Policy 6.6

- A. All fund raising activities, including school-affiliated on-line fundraisers, held in the district or in the name of the district must be pre-approved in writing by the affected school principal and the superintendent's office should be notified of each activity. Approval will be predicated on the potential for return relative to the time and energy to be invested in the fund raising activity. Fundraising that conflicts excessively with and/or detracts from student or teacher instructional time in either the planning or the execution of the activity will not be approved.
- B. Neither an individual school nor the district shall be liable for any contract between clubs or organizations and third parties.
- C. Student participation in any fund raising activity shall:
 1. Be voluntary. Students who choose not to participate shall not forfeit any school privileges. It shall not be considered discriminatory to reward those who participate; and
 2. Not influence or affect the student's grade.

For the purposes of this policy, "Door-to-door sales" means the selling of merchandise outside of the child's home and off the school grounds.

Secondary Schools (7-12)

- D. Fund raising in the secondary schools may only be done by officially sanctioned student clubs, spirit groups, school PTAs, or parent booster clubs. Student clubs and spirit groups must submit a written proposal to the school principal for approval.
- E. Door to door fundraising activities are generally discouraged. If approved, students wishing to participate who are under the age of eighteen (18) must return to their sponsor a signed parental notification and permission form.

Elementary Schools (K-6)

- F. Fund raising in the elementary schools may only be done by the school or a school sponsored organization. Door to door fundraising activities are discouraged.
- G. Schools must provide written notification of the following to parents or legal guardians of elementary students who participate in fundraising programs.

1. Student participation in fundraising programs is voluntary;
2. Students who do not participate will not forfeit any school privileges;
3. Students may not participate in fundraising programs without written parental permission returned to school authorities;
4. An elementary student who sells fundraising merchandise door to door must be accompanied by a parent or an adult; and
5. Unless the school provides supervision, parents must accept responsibility for appropriate adult supervision.

For the purposes of this policy, a “school-affiliated online fundraiser” includes, but is not limited to, a fund raiser intended to raise funds for a particular teacher’s classroom, grade, student organization, or athletic team.

Legal Reference: A.C.A. § 6-18-1102; A.C.A. § 6-18-1104
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED MAY 11, 2015; JUNE 12, 2017

DISTRIBUTION OF PRINTED MATERIALS – Policy 6.8

- A. The district shall devise and maintain a system for distributing district communications and other printed materials between the administration and the schools. Use of the system by employees or employee organizations shall be with prior approval of the superintendent or his/her designee.
- B. Distribution of printed materials, flyers, photographs, or other visual or auditory materials not originating within district schools to students or staff shall have prior approval of the superintendent or his/her designee.

HISTORY BOE: ADOPTED MARCH 11, 2008

SOLICITATIONS - STUDENTS

- A. Outside organizations shall not be permitted to solicit, advertise, or sell goods or services through the schools of the district unless authorized by the superintendent.
- B. Participation in any fundraising or charity drive sponsored by the school or outside agency shall be entirely voluntary as far as each student is concerned. There shall be no cause for embarrassment to those who do not or cannot participate or contribute.
- C. All fundraising and charity drives sponsored by a school must receive the approval of the principal and the superintendent. In no case will approval be given for such activities during the regular school day.
- D. A complete set of guidelines is available in the Jonesboro Public School Policy Manual.

HISTORY BOE: ADOPTED MARCH 11, 2008

NATIONAL ANTHEM - POLICY 4.44

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.

*Legal References: A.C.A. § 6-10-136; DESE Rules Governing the Star-Spangled Banner Act
Date Adopted: June 8, 2021*

For the complete policy regarding NATIONAL ANTHEM POLICY 4.44, refer to the JPS District Policy on the JPS website.

PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE - POLICY 4.46

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.

*Legal References: A.C.A. § 6-10-115; A.C.A. § 6-16-108
Date Adopted: June 8, 2021*

For the complete policy regarding PLEDGE OF ALLEGIANCE AND MOMENT OF SILENCE POLICY 4.46, refer to the JPS District Policy on the JPS website.

STUDENT USE OF MULTIPLE OCCUPANCY ROOM 4.61

Each multiple occupancy room in a District building shall be designated as either male or female. Except as permitted by this policy, a student shall not enter a multiple occupancy room that does not correspond to the student's sex.

An individual who is unwilling or unable to use a multiple occupancy room designated for the individual's sex shall be granted a reasonable accommodation, which may include, without limitation, access to a single-occupancy restroom or changing area. A reasonable accommodation shall not include access to a restroom or changing area that is designated for use by members of the opposite sex to an individual while members of the opposite sex of the individual are present or may be present in the restroom or changing area.

The prohibitions in this policy do not apply to an individual who enters a multiple occupancy room designated for use by the opposite sex when the individual enters for any of the following reasons:

- custodial, maintenance, or inspection purposes;
- To render emergency medical assistance;
- To address an ongoing emergency, including without limitation a physical altercation;
- To accommodate individuals protected under the Americans with Disabilities Act; or
- To assist young children who are in need of physical assistance when using a restroom or changing facility that is located in the District.

STUDENT NAME, TITLE, OR PRONOUN 4.62

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 4.63

The Jonesboro 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:

- Homework;
- Classwork;
- Artwork; and
- 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.

Accommodation will be considered for those portions of instructional activities in the schools that unduly burden a student's sincere religious belief provided such accommodation doesn't amount to a significant change in curriculum, program, or course of instruction and when it is possible that a substitution of equally rigorous material that advances the same instructional goals can be arranged. Parents and students are advised that such accommodations are easier to grant when the objection is to non-state mandated Standards material than if the material is required by the Standards.

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least 25 school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.

Upon receiving such a request, the student's teacher shall determine within five (5) work days if an accommodation is possible under the provisions of this policy. If the teacher decides an accommodation cannot be made or if the student or the student's parent believes the accommodation to be unreasonable, the student or the student's parent may request a conference with the teacher and the teacher's principal. A requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The principal shall have five (5) working days in which to make a decision on the appeal. If the student, the student's parent, or the teacher is unsatisfied with the principal's decision, it may be appealed to the District Superintendent who shall convene a conference between the student, the parent and the teacher. The requested conference will occur at a time of mutual convenience, but no later than five (5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

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.

Legal References: A.C.A. § 6-10-138; A.C.A. § 6-18-10; A.C.A. § 6-18-1201

Date Adopted: June 13, 2023 Revised: February 13, 2024

SECTION 2: ATTENDANCE

ABSENCES - Policy 4.7

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 synchronous digital courses shall be determined in the same manner as for District students attending courses in person.

When a student has five (5) and eight (8) unexcused absences, his/her guardian, or person in loco parentis shall be notified that the student has missed half the allowable days for the semester. 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. Upon his/ her return to school, the student will provide documentation regarding the absence.

Whenever a student exceeds ten (10) unexcused absences in a semester, the district shall notify the prosecuting authority and the parent, guardian, or person in loco parentis shall be subject to a civil penalty as prescribed by law.

Students with five (5) unexcused absences in a course in a semester may not receive credit for that course. If the student fails to receive credit for a sufficient number of courses and at the discretion of the principal after consultation with persons having knowledge of the circumstances of the absences, the student may be denied promotion or graduation. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

It is the Arkansas General Assembly's intention that students having excessive absences due to illness, accident, or otherwise unavoidable reason be given assistance in obtaining credit for their courses. Therefore, any time prior to when a student exceeds the number of allowable absences (unless unable to do so due to unforeseen circumstances), the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's absences. If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement's requirements. The agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee. If a student's excessive absence is due to an unforeseen circumstance, the district may accept a doctor's note for a student's excessive absence.

Days missed due to in-school or out-of-school suspension shall not count toward the excused number of days absent.

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement upon his/her return to school from the parent, guardian, person in loco parentis, or appropriate government agency stating such reason within five (5) school days from the absence date:

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 a FFA, FCCLA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students;
9. To visit his/her parent or legal guardian who is a member of the military and has 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 the eleventh grade to complete basic training between grades eleven (11) and twelve (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.
12. Absences due to conditions related to pregnancy or parenting, including without limitation: labor, delivery, and recovery; prenatal and postnatal medical appointments; the illness or medical appointment of a child belonging to a parent who is enrolled at a District school.

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.

Unexcused Absences

Absences not defined above or not having an accompanying written statement from the parent, legal guardian; person having lawful control of the student; or person standing in loco parentis; or appropriate government agency stating such reason presented upon the student's return to school, may be considered as unexcused absences. 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.

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

Legal References: A.C.A. § 6-18-229, A.C.A. § 6-18-209, A.C.A. § 6-18-220, A.C.A. § 6-18-222, A.C.A. § 6-27113, A.C.A. § 7-4-116, A.C.A. § 27-16-701, A.C.A. § 6-18-107, Division of Elementary and Secondary Education Rules Governing Digital Learning
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 11, 2013; MAY 11, 2015; JUNE 25, 2019; JUNE 8, 2021; JUNE 14, 2022

For the complete policy regarding ABSENCES POLICY 4.7, refer to the JPS District Policy on the JPS website.

MAKE-UP WORK - Policy 4.8

- A. Students who miss school due to an excused absence shall be allowed to make up the work they missed during their absence under the following rules.
 1. Students are responsible for asking the teachers of the classes they missed what assignments they need to make up.
 2. Teachers are responsible for providing the missed assignments when asked by a returning student.
 3. Students are required to ask for their assignments on their first day back at school or their first class day after their return.
 4. Make up tests are to be rescheduled at the discretion of the teacher, but must be aligned with the schedule of the missed work to be made up.
 5. Students shall have five class days to make up their work
 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.
 9. Students who miss school due to excessive absences are not allowed to make up work.
 10. As required/permitted by the student's Individual Education Program or 504 Plan.
- B. 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.
- C. 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, including offering an expelled student an opportunity for enrollment in digital learning courses or other alternative educational courses that result in the receipt of academic credit that is at least equal to credit the expelled student may have received from the District if the student had not been expelled.
- D. 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.

E. 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.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 14, 2011; JUNE 12, 2012; MAY 11, 2015; JUNE 9, 2020; JULY 14, 2020; JUNE 13, 2023

TARDIES - Policy 4.9

- A. 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.
- B. Each school shall establish a uniform procedure in which to discipline students with respect to tardiness. Information related to each school can be obtained from the building administration.
- C. Tardiness to school in the morning is disruptive, and repeated tardiness cannot be tolerated. When excessive tardiness is a problem, a team of school officials and the student and parent will meet to develop a plan to alleviate the problem.
- D. Arkansas Department of Education attendance guidelines require that students be present six (6) instructional hours per day. Students should not arrive late nor leave early.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 12, 2018; JUNE 25, 2019; JULY 14, 2020

**For the complete policy regarding MAKE-UP WORK POLICY 4.9, refer to the JPS District Policy on the JPS website.*

SECTION 3: ACADEMICS

GRADING– Policy 5.15

- A. Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, 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-week grading period to keep parents/ guardians informed of their student's progress. Parent-teacher conferences will be scheduled two times per year.
- B. The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help affect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.
- C. The grades of a child in foster care shall not be lowered due to an absence from school due to:
1. A change in the child's enrollment;
 2. The child's attendance at a dependency-neglect court proceeding; or
 3. The child's attendance at court-ordered counseling or treatment.
- D. The grading scale for all schools in the district shall be as follows.
- | | |
|-----|--------------|
| A = | 100 - 90 |
| B = | 89 - 80 |
| C = | 79 - 70 |
| D = | 69 - 60 |
| F = | 59 and below |
- Elementary buildings K - 6, may incorporate a standards-based reporting system in addition to or in place of the numeric grading scale.
- E. 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 |
- F. The grade point values for Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one (1) point greater than for regular courses with the exception that an F shall still be worth zero (0) points.
- G. 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. A complete set of guidelines is available in the Jonesboro Public School Policy Manual.
- H. Report cards will be sent home at the end of each nine-week grading period. Progress reports will be sent home at the mid-point of each grading period.
- I. Early Graduation
The Jonesboro School District does not encourage attempts to complete a course of study for high school graduation in less than four full academic years. However, the Board will accept modification of the four-year attendance requirement for high school graduation provided the student has satisfactorily completed the requirements for graduation as set forth by the State Board of Education and the Jonesboro School District. Students planning to graduate early must notify the district of their decision in a timely manner. In order to graduate early, a student must complete seven (7) semesters or three and ½ years of high school attendance and have successfully completed the terms of the Jonesboro School District Graduation Requirements.

The following procedures must be followed when a student requests early graduation:

1. It is recommended that students indicate their intentions to a counselor any time during their sophomore year. A cumulative grade point average of 3.0 is recommended to apply for early graduation.
2. The student and parents/guardians will set up a conference with the counselor to complete the following:
 - a. Academic credit check
 - b. Document reasons for early graduation that align with post-high school plans
 - c. Set up a tentative final schedule
 - d. Give parental/guardian permission form for early graduation, which must be completed and returned to the principal
 - e. Instruct the student to have parent/guardian and student request conference with counselor, principal, student and parent/guardian after the permission form is completed
3. A conference with the principal is mandatory. The principal will approve or disapprove the student's request for early graduation. If the student disagrees with the recommendation of the principal, the request may be appealed to the superintendent.

J. Repeating a Class to Improve Grades

Any student in grades 10-12 who makes an unsatisfactory grade in an academic course may retake the course one time to improve the grade under the following stipulations:

1. The enrollment in the classroom does not exceed 25 students.
2. The course title or the course content has not changed significantly since the course was taken by the student.
3. The student must retake the course within one calendar year after receiving the unsatisfactory grade.
4. Students will not be allowed to retake a course after they have progressed to a high level course in the same area.
5. Students will not be allowed to take higher level and lower level courses in the same subject area simultaneously.
6. Students with a grade of "B" are not allowed to repeat a class for a higher grade.

Exceptions: Students needing a course to meet minimum graduation standards will be allowed to take or retake a course with the approval of the principal.

Legal References: A.C.A. § 6-15-902, A.C.A. § 9-28113 (f), Standards of Accreditation 5-A.1, Arkansas Department of Education Rules and Regulations Governing Grading and Course Credit

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 11, 2009; APRIL 12, 2011; JUNE 12, 2012; MAY 10, 2016; JUNE 25, 2019; JULY 14, 2020

SEMESTER EXAM EXEMPTION - THE ACADEMIES AT JONESBORO HIGH SCHOOL

- A. The purpose of the Semester Test Exemption Policy is to encourage good class attendance, not to punish poor attendance. Although there is value in preparing for and taking a comprehensive test, there is no substitute for students being present for classroom instruction and activities. Semester exams are a part of every class. The reward for good class attendance gives some students the option of test exemption.
- B. The Academies at Jonesboro High School allows students to claim exemptions from fall and spring semester examinations. In order to be eligible for an exemption, students must meet the guidelines below which are based on the number of absences a student accrues during each semester, their course average, and their conduct in school. To claim an exemption the student must meet the following:
- C. The Academies at Jonesboro High School Exemption Policy
 - i. Attendance
 1. Students must have no more than three absences per semester
 - a. An absence is defined as any school day missed
 2. For the purpose of this policy, SAA, Voting Days, and College Visit Days are **not** considered absences
 3. For the purpose of this policy, parent notes, Doctor's notes, and unexcused days **are** considered absences
 - ii. Grades
 1. Students must have a C average or higher
 2. Students will be exempt on a class-by-class basis
 - iii. Behavior
 1. A student who has been suspended out-of-school will not be exempt from any semester exam
 2. A student who has been assigned in-school suspension for more than one instance will not be exempt from any semester exam

- D. All teachers will participate in the exemption program. Semester exams are worth 10% of the student’s final grade, and are to be comprehensive, skills-based assessments. Those students **not** exempt must sit for their semester exams or they will not receive credit for each applicable course. The student’s school shall be responsible for determining whether the student is eligible to claim an exemption based on the average and attendance in class and office generated conduct list.

HISTORY BOE: ADOPTED JULY 11, 2023

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2025- Policy

4.45

- A. All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a Smart Core Waiver Form to not participate. While Smart Core is the default option, a Smart Core Information Sheet and a Smart Core Waiver Form will be sent home with students prior to their enrolling in the seventh (7th) grade, or when a 7-12 grade student enrolls in the district for the first time and there is not a signed form in the student’s permanent record. This policy is to be included in student handbooks for grades 6-12 and both students and parents must sign an acknowledgement that they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign the waiver forms.
- B. While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year. Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.
- C. This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel.
- D. Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents and students to ensure their informed understanding of each.; this 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 following means.
1. Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
 2. Discussion of the Smart Core curriculum and graduation requirements at the school’s annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
 3. Distribution of a newsletter(s) to parents or guardians of the district’s students.
- E. 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 Transition 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.

- F. GRADUATION REQUIREMENTS- The number of units students must earn to be eligible for high school graduation are to be earned from the following categories. **The Jonesboro School District requires a minimum of 23 units for Jonesboro High School Graduation** for students participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student’s Individualized Education Plan (IEP) serve as his/her graduation plan.

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.

Note: A minimum of 22 units are required for graduation for students participating in either the Smart Core or Core curriculum by the Division of Elementary and Secondary Education (ADE). In addition to the 22 units required for graduation by the Arkansas Department of Education, the Jonesboro District requires an additional one (1) unit to graduate for a total of 23 units. The additional required units may be taken from electives offered by the district.

Personal and Family Finance

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

- G. SMART CORE: Sixteen (16) units
1. English: four (4) units – 9th, 10th, 11th, and 12th
 2. Oral Communications: one-half (1/2) unit (1/2 year)
 3. Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II).
 4. Algebra I or Algebra I-A & I-B* which may be taken in grades 7-8 or 8-9
 5. Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10
 - a. 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.
 - b. Algebra II; and
 - c. The fourth unit may be either: A math unit approved by ADE beyond Algebra II; or a computer science flex credit may be taken in place of a fourth math credit.
 6. Natural Science: three (3) units:
 - a. DESE approved biology- 1 credit
 - b. DESE approved physical science- 1 credit; and
 - c. A third unit that is either;
 - An additional science credit approved by DESE; or
 - A computer science flex credit may be taken in place of a third science credit.
 7. Social Studies: three (3) units
 - a. Civics: one-half (1/2) unit
 - b. World History: one unit
 - c. American History: one unit
 - d. Other social studies: one-half (1/2) unit
 8. Physical Education: one-half (1/2) unit
Note: While one-half (1/2) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
 9. Health and Safety: one-half (1/2) unit (includes CPR & AED training)
 10. Fine Arts: one-half (1/2) unit
 11. Economics: one-half (1/2) unit
 12. 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.

Note: A minimum of 22 units are required for graduation for students participating in either the Smart Core or Core curriculum by the Arkansas Department of Education. In addition to the 22 units required for graduation by the Arkansas Department of Education, the Jonesboro District requires an additional one (1) unit to graduate for a total of 23 units. The additional required units may be taken from electives offered by the district.

- H. CORE: Sixteen (16) units
1. English: four (4) units – 9th, 10th, 11th, and 12th
 2. Oral Communications: one-half (1/2) unit
 3. Mathematics: four (4) units (years)
 - a. Algebra or its equivalent* - 1 unit
 - b. Geometry or its equivalent* - 1 unit

- c. All math units must build on the base of algebra and geometry knowledge and skills.
 - d. Comparable concurrent credit college courses may be substituted where applicable
 - e. A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry.
 - f. A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.
4. Science: three (3) units (years):
 - a. DESE approved biology - 1 credit
 - b. DESE approved physical science -1 credit; and
 - c. 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.
 5. Social Studies: three (3) units
 - a. Civics: one-half (1/2) unit
 - b. World History: one (1) unit
 - c. American History: one (1) unit
 - d. Other social studies: one-half (1/2) unit
 6. Physical Education: one-half (1/2) unit
 7. Health and Safety: one-half (1/2) unit (includes CPR & AED training)
 8. Fine Arts: one-half (1/2) unit
 9. Economics: one-half (1/2) unit
 10. 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 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.

Note: A minimum of 22 units are required for graduation for students participating in either the Smart Core or Core curriculum by the Division of Elementary and Secondary Education. In addition to the 22 units required for graduation by the Arkansas Department of Education, the Jonesboro District requires an additional one (1) unit to graduate for a total of 23 units. The additional required units may be taken from electives offered by the district.

Legal References: *Standards For Accreditation 1-C.2, 1-C.2.2,1-c.2.3, DESE Guidelines for the Development of Smart Core Curriculum Policy, A.C.A. § 6-16-1406, Smart Core Information Sheet , Smart Core Waiver Form , A.C.A. § 6-4-302, A.C.A. § 6-16-122,A.C.A. § 6-16-143A.C.A. § 6-4-149, A.C.A. § 6-4-150, DESE Rules Governing the Digital Learning Act of 2013*

HISTORY BOE: *ADOPTED APRIL 28, 2014 REVISED JUNE 9, 2015; MAY 10, 2016; JUNE 12, 2017; JULY 10, 2018; MAY 13, 2019; JUNE 25, 2019; JUNE 8, 2021; APRIL 12, 2022; JUNE 13, 2023; APRIL 9, 2024*

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2026 - Policy 4.45.1

- A. All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*¹ 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 and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and

return the waiver form.

- B. While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.
- C. This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district's students. The superintendent, or his/her designee, shall select the composition of the review panel.
- D. Sufficient information relating to Smart Core and the district's graduation requirements shall be communicated to parents and students to ensure their informed understanding of each, this 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 following means.
 - a. Inclusion in the student handbook of the Smart Core curriculum and graduation requirements;
 - b. Discussion of the Smart Core curriculum and graduation requirements at the school's annual public meeting, PTA meetings, or a meeting held specifically for the purpose of informing the public on this matter; and/or
 - c. Distribution of a newsletter(s) to parents or guardians of the district's students.
- E. 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.

- F. GRADUATION REQUIREMENTS - The number of units students must earn to be eligible for high school graduation is to be earned from the following categories. **Jonesboro Public Schools requires a minimum of 23 units for Jonesboro High School graduation** for students participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan.

Note: A minimum of 22 units are required for graduation for students participating in either the Smart Core or Core curriculum by the Division of Elementary and Secondary Education (DESE). In addition to the 22 units required for graduation by DESE, Jonesboro Public Schools requires an additional one (1) unit to graduate for a total of 23 units. The additional required unit may be taken from electives offered by the District.

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 course in order to graduate.

- G. SMART CORE: Sixteen (16) units
 - 1. English: four (4) units – 9th, 10th, 11th, and 12th
 - 2. Oral Communications: one-half (½) unit

3. Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
4. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
5. Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;
 - a. 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.
 - b. Algebra II; and
 - c. 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.
6. Natural Science: three (3) units
 - a. DESE approved biology – 1 credit;
 - b. DESE approved physical science – 1 credit; and
 - c. A third unit that is either:
 - o An additional science credit approved by DESE; or
 - o A computer science flex credit may be taken in the place of a third science credit.
7. Social Studies: three (3) units
 - a. Civics - one-half ($\frac{1}{2}$) unit
 - b. World History - one unit
 - c. American History - one unit
 - d. Other social studies – one-half ($\frac{1}{2}$) Unit
8. Physical Education: one-half ($\frac{1}{2}$) unit
 Note: While one-half ($\frac{1}{2}$) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
9. Health and Safety: one-half ($\frac{1}{2}$) unit (including CPR and AED training)
10. Fine Arts: one-half ($\frac{1}{2}$) unit
11. Economics – one half ($\frac{1}{2}$) 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.
12. CAREER FOCUS: - Six (6) units
 - a. 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.
 - b. 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.
 - c. 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.

H. CORE: Sixteen (16) units

1. English: four (4) units – 9th, 10th, 11th, and 12th
2. Oral Communications: one-half ($\frac{1}{2}$) unit
3. Mathematics: four (4) units
 - a. Algebra or its equivalent* - 1 unit
 - b. Geometry or its equivalent* - 1 unit
 - c. All math units must build on the base of algebra and geometry knowledge and skills.
 - d. Comparable concurrent credit college courses may be substituted where applicable)
 - e. A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry
 - f. A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four (4) unit requirement.
4. Science: three (3) units
 - a. DESE approved biology – 1 credit;
 - b. DESE approved physical science – 1 credit; and
 - c. A third unit that is either:
 - i. An additional science credit approved by DESE; or
 - ii. A computer science flex credit may be taken in the place of a third science credit.

5. Social Studies: three (3) units
 - a. Civics one-half (½) unit
 - b. World history, one (1) unit
 - c. American History, one (1) unit
 - d. Other social studies – one-half (½) unit
6. Physical Education: one-half (½) unit
 - a. 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.
7. Health and Safety: one-half (½) unit (including CPR and AED training)
8. Fine Arts: one-half (½) unit
9. 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.
10. CAREER FOCUS: - Six (6) units
 - a. 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.
 - b. 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.
 - c. 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. *Cross References: 4.55—STUDENT PROMOTION AND RETENTION; 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT; 5.11—DIGITAL LEARNING COURSES; 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES; 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION;*

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3; DESE Guidelines for the Development of Smart Core Curriculum Policy; DESE Rules Governing Distance and Digital Learning Smart Core Information Sheet; Smart Core Waiver Form; Commissioner’s Memo LS-18-082; A.C.A. § 6-4-302; A.C.A. § 6-16-122; A.C.A. § 6-16-143; A.C.A. § 6-16-149; A.C.A. § 6-16-150; A.C.A. § 6-16-152; A.C.A. § 6-16-1406; A.C.A. § 6-28-115;

HISTORY BOE: ADOPTED: June 8, 2021; June 13, 2023

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2027 AND THEREAFTER - Policy 4.45.2

- H. All students are required to participate in the Smart Core curriculum unless their parents or guardians, or the students if they are eighteen (18) years of age or older, sign a *Smart Core Waiver Form* to not participate. While Smart Core is the default option, a *Smart Core Information Sheet* and a *Smart Core Waiver Form*¹ 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 and there is not a signed waiver form in the student’s permanent record. This policy is to be included in student handbooks for grades six (6) through twelve (12) and both students and parents must sign an acknowledgement they have received the policy. Those students not participating in the Smart Core curriculum will be required to fulfill the Core curriculum or the Alternate Pathway to Graduation when required by their IEP to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the deadline for them to sign and return the waiver form.
- I. While there are similarities between the two curriculums, following the Core curriculum may not qualify students for some scholarships and admission to certain colleges could be jeopardized. Students initially choosing the Core curriculum may subsequently change to the Smart Core curriculum providing they would be able to complete the required course of study by the end of their senior year.² Students wishing to change their choice of curriculums must consult with their counselor to determine the feasibility of changing paths.
- J. This policy, the Smart Core curriculum, and the courses necessary for graduation shall be reviewed by staff, students, and parents as part of the annual school district support plan development process to determine if changes need to be made to better serve the needs of the district’s students. The superintendent, or his/her designee, shall select the composition of the review panel.
- K. Sufficient information relating to Smart Core and the district’s graduation requirements shall be communicated to parents

and students to ensure their informed understanding of each, this 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 following means.

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

- M. GRADUATION REQUIREMENTS - The number of units students must earn to be eligible for high school graduation is to be earned from the following categories. **Jonesboro Public Schools requires a minimum of 23 units for Jonesboro High School graduation** for students participating in either the Smart Core or Core curriculum. There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan.

Note: A minimum of 22 units are required for graduation for students participating in either the Smart Core or Core curriculum by the Division of Elementary and Secondary Education (DESE). In addition to the 22 units required for graduation by DESE, Jonesboro Public Schools requires an additional one (1) unit to graduate for a total of 23 units. The additional required unit may be taken from electives offered by the District.

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 course in order to graduate.

Community Service

Except as otherwise provided by this policy, 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. The community service must be in programs or activities 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 in grade nine (9); Twenty (20) hours in grade ten (10); Twenty (20) hours in grade eleven (11); and Twenty (20) hours for students in grade twelve (12).

- N. SMART CORE: Sixteen (16) units
13. English: four (4) units – 9th, 10th, 11th, and 12th
 14. Oral Communications: one-half (½) unit
 15. Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)
 16. Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9;
 17. Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10;
 - a. 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.

- b. Algebra II; and
 - c. 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.
18. Natural Science: three (3) units
- a. DESE approved biology – 1 credit;
 - b. DESE approved physical science – 1 credit; and
 - c. A third unit that is either:
 - o An additional science credit approved by DESE; or
 - o A computer science flex credit may be taken in the place of a third science credit.
19. Social Studies: three (3) units
- a. Civics - one-half ($\frac{1}{2}$) unit
 - b. World History - one unit
 - c. American History - one unit
 - d. Other social studies – one-half ($\frac{1}{2}$) Unit
20. Physical Education: one-half ($\frac{1}{2}$) unit
Note: While one-half ($\frac{1}{2}$) unit is required for graduation, no more than one (1) unit may be applied toward fulfilling the necessary units to graduate.
21. Health and Safety: one-half ($\frac{1}{2}$) unit (including CPR and AED training)
22. Fine Arts: one-half ($\frac{1}{2}$) unit
23. Economics – one half ($\frac{1}{2}$) 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.
24. CAREER FOCUS: - Six (6) units
- a. 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.
 - b. 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.

H. CORE: Sixteen (16) units

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

Oral Communications: one-half ($\frac{1}{2}$) unit

Mathematics: four (4) units

Algebra or its equivalent* - 1 unit

Geometry or its equivalent* - 1 unit

All math units must build on the base of algebra and geometry knowledge and skills. (Comparable concurrent credit college courses may be substituted where applicable)

A computer science flex credit may be taken in the place of a math credit beyond Algebra I and Geometry

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

Science: three (3) units

DESE approved biology – 1 credit;

DESE approved physical science – 1 credit; and

A third unit that is either:

o An additional science credit approved by DESE; or

o A computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

Civics one-half ($\frac{1}{2}$) unit

World history, one (1) unit

American History, one (1) unit

Other social studies – one-half ($\frac{1}{2}$) 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 (including CPR and AED training)

Fine Arts: 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.

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.

Cross References: 4.55—STUDENT PROMOTION AND RETENTION; 5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT; 5.11—DIGITAL LEARNING COURSES; 5.12—COMPUTER SCIENCE INTERNSHIPS AND INDEPENDENT STUDIES; 5.16—COMPUTER SCIENCE COURSE PREREQUISITES AND PROGRESSION;

Legal References: Standards for Accreditation 1-C.2, 1-C.2.1, 1-C.2.2, 1-C.2.3; DESE Guidelines for the Development of Smart Core Curriculum Policy;

DESE Rules Governing Distance and Digital Learning Smart Core Information Sheet; Smart Core Waiver Form; Commissioner’s Memo

COM-24-021 Commissioner’s Memo LS-18-082; A.C.A. § 6-4-302; A.C.A. § 6-16-122; A.C.A. § 6-16-143; A.C.A. § 6-16-149; A.C.A. § 6-16-150; A.C.A. § 6-16-152; A.C.A. § 6-16-1406; A.C.A. § 6-28-115;

HISTORY BOE: ADOPTED: June 8, 2021; June 13, 2023; February 13, 2024

STUDENT PROMOTION AND RETENTION - Policy 4.55

- A. 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, person having lawful control of the student, or person acting in loco parentis, and teacher(s) of a student in kindergarten through eighth (8th) grade shall be notified in writing of a 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 school entities.

- B. Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.
1. Kindergarten through Grade 6 – If there is a doubt concerning the promotion or retention of a student, before a final decision is made, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held. 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, the final decision to promote or retain shall rest with the principal.
 2. Grade 7 – 8 – To be promoted, students must pass at least three core courses (mathematics, English, science and social studies) including both mathematics and English. Students failing English or mathematics must attend summer school for promotion. Students who fail science or social studies are recommended for summer school, but must pass at least one of these subjects to promote.
 3. Grade 9 and 10– Students must earn a total of four credits in order to be promoted. This must include one credit in English and one credit in math. If these requirements are not met, attendance at summer school is required.

- C. If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before a final decision is made. 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, the final decision to promote or retain shall rest with the principal or his/her designee.
- D. Each student, beginning in the 8th grade, shall have a student success plan (SSP) developed by school personnel in collaboration with the student's parents and the student that is reviewed and updated annually. A student's SSP shall use multiple academic measures to personalize learning in order for students to achieve their grade-level expectations and individual growth. The SSP will identify if the student is in need of additional support or acceleration. Academic measures to be used in creating and updating a student's SSP shall include, but are not limited to:
- Statewide student assessment results;
 - Subject grades;
 - Student work samples; and
 - Local assessment scores.

The SSP for a student in kindergarten through grade three (K-3) who does not meet the reading standard as set by the state board and determined by a high quality literacy screener or the statewide assessment shall include an individual reading plan for each student.

All parents, legal guardians, or person standing in loco parentis shall be notified in writing:

- Of the content of their child's independent reading plan and progress throughout the year.
- By no later than October 1 of each year, or soon as practicable of a student's reading need is identified after October .

For each student who does not meet the reading standard established by the state board by the end of third (3rd) grade, including students who are promoted to the fourth (4th) grade under a good cause waiver, the District, during the subsequent summer and school year, shall:

- Provide at least ninety (90) minutes of evidence-based literacy instruction aligned to the science of reading during each school day;
- Assign the student to:
 - If the District has a teacher with a value-added model score in the top quartile statewide in English language arts for the past three (3) years; or
 - With a highly-effective rating according to the Teacher Excellence and Support System; or
 - Deemed to be a high-performing teacher as defined by a Master Professional Educator designation.
- Provide parents, legal guardians, or persons standing in loco parentis to students with a "read-at-home" plan to support student early literacy growth;
- Notify parents, legal guardians, or persons standing in loco parentis to a student regarding their student's eligibility for a literacy tutoring grant;
- Be given priority to receive a literacy tutoring grant; and
- Be given the option to participate in additional intensive, evidence-based literacy intervention programs aligned with the science of reading.

The SSP of a student in kindergarten through 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.

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

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

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

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

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.

An SSP shall be created:

- By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the district during the school year; or
- 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 deficiencies 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.

- E. Promotion or retention of students with an Individual Educational Plan (IEP) shall be based on their successful attainment of the goals set forth in their IEP.

Legal References: A.C.A. § 6-15-2004, A.C.A. § 6-15-2005, A.C.A. § 6-15-2006, A.C.A. § 9-28-2006, A.C.A. § 6-15-2907, A.C.A. § 6-15-2911, A.C.A. § 6-28-205, DESE Rules Governing the Arkansas Educational Support and Accountability Act, DESE Rules Governing Grading and Course Credit
HISTORY BOE: ADOPTED APRIL 28, 2014 REVISED JUNE 9, 2015; JUNE 12, 2017; MAY 13, 2019; JUNE 25, 2019; JUNE 9, 2020; JULY 14, 2020; JUNE 13, 2023

PARTICIPATION IN GRADUATION CEREMONIES

Students not completing graduation requirements will not be allowed to participate in graduation ceremonies.

HISTORY BOE: ADOPTED MARCH 11, 2008

HONOR ROLL/HONOR GRADUATES – Policy 5.17

- A. Students in grades kindergarten through six (K-6) who maintain all A's and B's for the grading period will be recognized for their academic achievement.
- B. Students in grades seven through twelve (7-12) who maintain a 3.0 or higher and have all A's and B's for the grading period will be recognized for their academic achievement.
- C. Students who have successfully completed the Smart Core curriculum and two years of the same foreign language and have a cumulative GPA of 3.5 or higher will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12). An Honor Graduate candidate must have exhibited appropriate student conduct (no alternative school placement or receive suspensions longer than 5 days).

An honor graduate from Jonesboro High School will have a cumulative GPA of 3.5 or higher and successfully complete the following over the course of eight (8) semesters (grades 9-12):

- The Smart Core curriculum
- Two (2) years of the same foreign language
- Three (3) Advanced Placement courses (Pre AP courses will not fulfill this requirement).

An honor graduate candidate must have exhibited appropriate student conduct and must meet the following guidelines:

- No placement at the alternative school (grades 9-12)
- No more than 5 total days of OSS (grades 9-12).

- D. Parents or guardians of a student, or a student eighteen (18) years of age or older, who choose to not have the student publicly identified as an honor roll or honor graduate student must submit a written request that the student not be so identified.

Valedictorian and Salutatorian

Beginning with the 2016-17 school year, in order for a student to be eligible for the honor positions of Valedictorian or Salutatorian, he/she must have taken zero (0) non-credited classes (i.e: study hall, office assistant, library assistant, etc.) and must carry a full load of courses. The exception to this will be the "student activity" period required for band students and for student athletics as a scheduled period during the day. This will take effect in the 2016-17 school year and will not be retroactive to a current student's prior academic years before 2016-17. In the case of GPA tie with any students that

meet all qualifications for Valedictorian or Salutatorian, the students' numeric average (cumulative for all courses taken in the 9th, 10th, 11th, and 12th grades) will be calculated using the numeric score received in each course, not the letter grade received, to determine the highest average.

The honor student with the highest GPA and who has been enrolled in an accredited school in grades nine (9) through twelve (12) and in Jonesboro High School for his/her entire senior year shall serve as the valedictorian of his/her graduating class.

The honor student with the second highest GPA and who has been enrolled in an accredited school in grades nine (9) through twelve (12) and in Jonesboro High School for his/her entire senior year shall serve as the salutatorian of his/her graduating class. Designations will be as follows:

GPA	3.50 – 3.74	cum laude
GPA	3.75 – 4.00	magna cum laude
GPA	above 4.00	summa cum laude

Speakers for the graduating classes of 2025 will be:

- Valedictorian
- Salutatorian
- Senior Class Officer

Beginning with the graduating class of 2026

Honor graduates will be recognized as follows:

Students who have successfully completed the Smart Core curriculum, two years of the same foreign language, and have a minimum cumulative GPA of 3.5 will be designated as honor graduate students.

Honor graduates from The Academies at Jonesboro High School will be designated as follows:

- Summa Cum Laude of Distinction
 - o A minimum of 10 AP courses
 - o 4.3 and above GPA
 - o 2 years of the same Foreign Language
 - o 95% or higher Attendance Rate
- Summa Cum Laude
 - o A minimum of 7 AP courses
 - o 4.0 and above GPA
 - o 2 years of the same Foreign Language
 - o 93% or higher Attendance Rate
- Magna Cum Laude
 - o A minimum of 5 AP courses
 - o 3.75-3.99 GPA
 - o 2 years of the same Foreign Language
 - o 93% or higher Attendance Rate
- Cum Laude
 - o A minimum of 3 AP courses
 - o 3.5 - 3.74 GPA
 - o 2 years of the same Foreign Language
 - o 93% or higher Attendance Rate

An honor graduate candidate must have exhibited appropriate student conduct and must meet the following guidelines:

- No placement at the alternative school (grades 9-12)
- No more than 5 total days of OSS (grades 9-12)

Speakers for Graduation will be determined as follows:

- Senior Class Officer
- Academy Speakers Jonesboro Public Schools

There will be one speaker from each academy designated to speak at graduation. Students interested in speaking for their academy must have the following:

1. Must be Summa Cum Laude
2. 2 Recommendation Letters from Teachers
3. Complete Application that includes: extracurricular activities and community service
4. Essay on why they want to speak to their peers at graduation
5. No Discipline referrals 9 - 12
6. Must be an Arkansas Scholar
 - a) Earn semester grades of "C" or above in all courses
 - b) Achieve a 95% or better attendance record (average over four years)
 - c) Complete the recommended courses to graduate from high school and to prepare for post secondary education
 - d) Finish high school in 8 consecutive semesters or less
7. Must complete 10th-12th grades at Jonesboro High School with the same academy

A committee of Jonesboro School Employees will determine the Academy speakers and notify those students.

History BOE: ADOPTED March 11, 2008 REVISED June 14, 2011; June 13, 2016; July 11, 2023; July 9, 2024

FOREIGN EXCHANGE STUDENTS

To ensure a smooth transition and an equally rewarding education experience, the following guidelines will be followed:

1. The student must live with a family who resides within the district boundaries.
2. The student must possess a J-1 visa.
3. Only those students experiencing a foreign exchange program for the first time in the United States will be eligible for acceptance.
4. The student must be able to speak and write English.
5. The student must have a minimum "B" average in his/her home country.
6. The student must be accepted by the principal by July 1 of the year the student plans to attend.
7. The student must present to the principal, at the time of registration, a copy of his/her health record, translated into the English language.
8. Students must follow the same rules and regulations and meet the same expectations as all other Jonesboro students.

HISTORY BOE: ADOPTED MARCH 11, 2008; JUNE 13, 2023

GIFTED/TALENTED EDUCATION: IDENTIFICATION AND PROGRAMMING

It shall be the policy of the Board of Education that:

- A. The school district shall develop procedures to identify gifted and talented students in accordance with guidelines established by the State Department of Education.
- B. The school district shall provide educational opportunities for students identified as gifted and talented appropriate to their ability.
- C. Each school shall use procedures to evaluate the effectiveness of the provisions of these educational opportunities.
- D. Criteria used includes teacher (or other) recommendation, grades, task commitment, creativity, and scores on standardized tests. When all subjective data is equal, in order to assure the most deserving students the opportunity to participate in the program and to eliminate the appearance of tracking, the criterion for the selection of students placed in the Gifted/Talented classrooms is as follows: objective data and committee recommendation.

Legal References: Standards for Accreditation of Arkansas Public Schools, (XIII)

HISTORY BOE: ADOPTED MARCH 11, 2008

ADVANCED PLACEMENT COURSES – Policy 5.21

- A. Advanced Placement Classes are those courses sponsored by the College Board based on the principles of excellence, equality and commitment. Teachers of Advanced Placement courses will endeavor to teach their courses with academic rigor and will work with all students who are willing to accept the challenge of a rigorous academic curriculum will be considered for admission to AP courses in English Literature, English Language, Spanish, US Government, US History,

World History, Studio Art, Art History, Music Theory, Chemistry, Biology, Calculus, Physics, Computer Science, and Statistics.

- B. All students taking AP Classes are required to take the corresponding AP Exams. Weighted credit is available for these classes. To receive weighted credit for an AP class, a student must be enrolled in an AP course for the entire year and take the AP Exam in May. If a student fails to take his/her AP exam, a counselor will be notified that a weighted credit cannot be given for the class.
- C. The State of Arkansas pays the AP Exam fee for each test taken. Contacting the AP Coordinator to arrange a late exam is the responsibility of the student. Late tests will be considered according to College Board guidelines on acceptable reasons for late exams. If a student cannot take the regularly scheduled test because of a school related function (i.e. State Tournament), the district will be responsible for these exam fees.
- D. Students failing (F) an AP class may sign up to take the AP Exam for that course, but the student will be responsible for paying the testing fee.
- E. Pre-AP courses are offered in English 10, Spanish, Geometry, Algebra 2, Pre-Calculus/Trig, Chemistry, Biology, World History, and Art. These courses are designed to prepare students for the rigor of AP classes. Pre-AP students will not take the AP exam and no weighted credit is given for the classes.

Legal References: DESE Rules Governing Grading and Course Credit

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED AUGUST 12, 2008; MAY 13, 2013; JUNE 25, 2019; JULY 14, 2020; JULY 9, 2024

CONCURRENT CREDIT – Policy 5.22

- A. A ninth through twelfth 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.
- B. 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). Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school.

The Academies At Jonesboro High School concurrent credit requirements:

- Before a student is allowed to enroll in a concurrent course, he/she must meet all of ASU's admission requirements and must have a qualifying test score submitted to ASU no later than May 15
- The student will be responsible for the costs of taking the qualifying test as stated in the RULES GOVERNING GRADING AND COURSE CREDIT
- US History I is a prerequisite for US History II and must be taken in consecutive semesters
- If a student drops concurrent US History I at semester, he/she will be required to take regular US History II semester two
- If a student drops concurrent AP World History at semester, he/she will be required to take regular World History semester two
- Composition I is a prerequisite for Composition II and must be taken in consecutive semesters
- Composition I will replace English 11 credit and Composition II will count as an elective
- If a student drops concurrent English at semester, he/she will be required to take regular English 11 semester two
- Biology I is a prerequisite for Biology II and must be taken in consecutive semesters
- College Algebra must be taken in conjunction with Pre-Cal/Trig or College Trigonometry to meet graduation requirements

LEGAL REFERENCES: A.C.A. § 6-15-902 © (2), A.C.A. § 6-16-1201 ET SEQ., DESE RULES AND REGULATIONS: CONCURRENT COLLEGE AND HIGH SCHOOL CREDIT FOR STUDENTS WHO HAVE COMPLETED THE EIGHTH GRADE; DESE RULES GOVERNING GRADING AND COURSE CREDIT

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JULY 9, 2013; JUNE 12, 2017; JUNE 25, 2019; JULY 14, 2020

For the complete policy regarding Concurrent Credit Policy 5.22, please refer to the JPS District Policy on the JPS website.

HOMEBOUND INSTRUCTION – SPECIAL INSTRUCTIONAL PROGRAM

The district may provide homebound instruction for those students who are unable to attend regular school instruction. Need for such programs shall be based on individual student needs and shall be provided in accordance with appropriate rules and regulations.

HISTORY BOE: ADOPTED MARCH 11, 2008

SPECIAL EDUCATION - POLICY 4.49 - SPECIAL INSTRUCTIONAL PROGRAMS

In accordance with the Individuals with Disabilities Education Act (DEA), Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and Arkansas statutes, the district shall provide a free appropriate public education and necessary related services to all children with disabilities who reside within the District boundaries or outside of the District boundaries but are enrolled in the District.

Adapted programs are provided for students identified meeting eligibility requirements:

1. Special Education – A full continuum of services including but not limited to speech therapy, indirect services, resource, and self-contained programs are available to all qualifying students in the Jonesboro District. Prior to the evaluation of students regarding special education services, a pre-referral procedure will be implemented. Data will be gathered on a student, reviewed by a committee and a plan for success will be implemented. State Department of Education guidelines will be followed in all situations related to special education services. For additional information related to special education contact the Jonesboro Central Office.
2. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination and assures that disabled students are provided equal benefits and educational opportunities as non-disabled students. It provides reasonable accommodations for students with instructional classroom needs and physical or mental impairments that substantially limits one or more major life activities. For additional information related to 504 Services contact the Jonesboro Central Office.

LEGAL REFERENCES: A.C.A. § 6-41-102, A.C.A. § 6-41-103, A.C.A. § 6-41-201 ET SEQ., P.L. 108-446 THE 2004 REAUTHORIZATION OF THE INDIVIDUALS WITH DISABILITIES ACT, 20 U.S.C § 1400 ET SEQ. INDIVIDUALS WITH DISABILITIES EDUCATION ACT, 29 U.S.C. § 794 REHABILITATION ACT OF 1973, SECTION 504, 34 C.F.R. 300 ET SEQ., 42 U.S.C. § 12101 ET SEQ. AMERICANS WITH DISABILITIES ACT

HISTORY BOE: ADOPTED AUGUST 12, 2008; JUNE 12, 2017; JUNE 9, 2020

For the complete policy regarding Special Education, Policy 4.49, refer to the JPS District Policies on the JPS website.

HOMEWORK – Policy 5.14

- A. Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.
- B. Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.
- C. Homework assignments shall not be excessive (approximately 30 – 40 minutes per subject daily).
- D. Homework assignments may represent 10% but no more than 20% of the student's 9-week grade.

HISTORY BOE: ADOPTED MARCH 11, 2008

ALTERNATIVE LEARNING ENVIRONMENTS – Policy 5.26

- A. The district shall have an alternative learning environment (ALE) which 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.
- B. The superintendent or his/her designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. The team should consist of at least a school counselor, the

ALE director or principal, the building principal or assistant principal, a parent or legal guardian, LEA special education/504 representative if applicable, and a regular classroom teacher.

- C. Students who are placed in the ALE shall generally exhibit at least two 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;
 12. Disruptive behavior; or
 13. Transition to or from residential programs;
- In some circumstances, a single incident may result in an ALE placement. These situations must have approval from the central office.
- D. Prior to a long-term assignment to the ALE, intervention activities are encouraged. These interventions include but are not limited to: parent conference, behavior modification plans, counseling, school based mental health, classroom interventions, etc.
- E. The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction.
- F. The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the DESE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

*Legal References: A.C.A. § 6-48-101, 509, A.C.A. § 6-20-2305(b)(2), DESE Rules Governing Student Special Needs Funding – 3.01, 3.05, 4.00, and 8.0
HISTORY BOE: ADOPTED APRIL 28, 2014 REVISED: JUNE 25, 2019; JULY 14, 2020; JUNE 14, 2022*

STUDENT OPT OUT OF INSTRUCTION, EVENT, OR ACTIVITY REGARDING SEX ED, SEXUAL ORIENTATION, OR GENDER IDENTITY – Policy 5.6F2

Parents and legal guardians may submit JPS Form 5.6F2 to request their student to be excused from any or all of the following regarding sex education, sexual orientation, or gender identity: curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind. However, a student may not opt out of curricula, materials, tests, surveys, questionnaires, activities, and instruction of any kind related to sex education, sexual orientation, or gender identity if it is directly related to: 1) a requirement under the Arkansas academic standards; 2) a District employee responding to questions posed by students during class regarding sex education, sexual orientation, or gender identity as it relates to a topic of instruction; or 3) a District employee referring to the sexual orientation or gender identity of a historical person, group, or public figure when such information provides necessary context in relation to a topic of instruction.

Students who are excused under this policy shall not be penalized for grading purposes if the student satisfactorily performs alternative lessons.

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

*LEGAL REFERENCES: ACT 552 OF 2021
HISTORY BOE: ADOPTED JUNE 8, 2021*

For the complete policy regarding STUDENT OPT OUT OF INSTRUCTION, EVENT, OR ACTIVITY REGARDING SEX ED, SEXUAL ORIENTATION, OR GENDER IDENTITY, Policy 5.6 and Form 5.6F2, refer to the JPS District Policies on the JPS website

SECTION 4: RESIDENCY, ENROLLMENT, RECORDS

RESIDENCE REQUIREMENTS – Policy 4.1

Definitions:

“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 legal, lawful control of the student under order of a court, 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 legal, lawful control of the student under order of a court, or persons standing in loco parentis reside. A student may use the residential address of a legal guardian, person having legal, lawful control of the student under order of a court, 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.

- A. 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, or other persons having lawful control of the person under an order of a court reside within the district and to all persons between those ages who have been legally transferred to the district for educational purposes.
- B. Any person eighteen (18) years of age or older may establish a residence separate and apart from his or her parents or guardians for school attendance purposes.
- C. In order for a person under the age of eighteen (18) years to establish lawful control of him or her under an order of a court, the person must actually 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. 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.
- D. Under instances prescribed in A.C.A. 6-18-203, a child or ward of an employee of the district or of the education co-op to which the district belongs may enroll in the district even though the employee and the employee’s child or ward reside outside the district.
- E. 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.

Legal References: A.C.A. § 6-4-302, A.C.A. § 6-18-202, A.C.A. § 6-18-203, A.C.A. § 9-28-113.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 14, 2011; JULY 9, 2013; JUNE 12, 2017; JUNE 25, 2019; JUNE 8, 2021; JUNE 13, 2023

ENTRANCE REQUIREMENTS - Policy 4.2

- A. To enroll in a school in the District, the child must:
 - A. Be a resident of the District as defined in District policy (4.1—RESIDENCE REQUIREMENTS);
 - B. Meet the criteria outlined in Policy:
 - 4.40—HOMELESS STUDENTS; or
 - 4.52—STUDENTS WHO ARE FOSTER CHILDREN;
 - C. Be accepted as a transfer student under the provisions of policy 4.4; or
 - D. Participate under a school choice option and submit the required paperwork as required by the choice option under Policy 4.5.
- B. 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.
- C. 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.
- D. Any child may enter first grade in a district school if the child will attain the age of six (6) years during the school year in which the child is seeking enrollment and the child has successfully completed a kindergarten program in a public school in Arkansas.
- E. Any child who has been enrolled in the first grade in a state-accredited or state-approved elementary school in another state for a period of at least sixty (60) days, who will become age six (6) years during the school year in which he/she is enrolled in grade one (1), and who meets the basic residency requirements for school attendance may be enrolled in the first grade.
- F. 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.
- G. Prior to the child's admission to a district school:
 1. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall furnish the child's Social Security number, or if they request, the district will assign the child a nine (9) digit number designated by the division of elementary and secondary education.
 2. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall provide the district with one (1) of the following documents indicating the child's age:
 - a. A birth certificate;
 - b. A statement by the local registrar or a county recorder certifying the child's date of birth;
 - c. An attested baptismal certificate;
 - d. A passport;
 - e. 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 in loco parentis;
 - f. United States military identification; or
 - g. Previous school records.
 3. The parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall indicate on school registration forms whether the child has been expelled from school in any other school district or is a party to an expulsion proceeding. Any person who has been expelled from any other school district shall receive a hearing before the Board at the time the student is seeking enrollment in the District. The Board reserves the right to not allow the enrollment of such students until the time of the person's expulsion has expired following the hearing before the Board.
 4. In accordance with Policy 4.57 – Immunizations, the child shall be age appropriately immunized or have an exemption issued by the Arkansas State Department of Health.

- H. Act 1255 of 2005 requires schools to “immediately” enroll foster children whether or not they can produce “required clothing or required records.”
- I. The district shall make no attempt to ascertain the immigration status, legal or illegal, of any student or his/her parent or legal guardian presenting for enrollment.
- J. Uniformed Services Member’s Children (Refer to District Policy 4.2)
An eligible child as defined in this policy shall:
1. Be allowed to continue his/her enrollment at the grade level commensurate with his/her grade level he/she was in at the time of transition from his/her previous school, regardless of age;
 2. Be eligible for enrollment in the next highest grade level, regardless of age if the student has satisfactorily completed the prerequisite grade level in his/her previous school;
 3. Enter the district’s school on the validated level from his/her previous accredited school when transferring into the district after the start of the school year;
 4. Be enrolled in courses and programs the same as or similar to the ones the student was enrolled in his/her previous school to the extent that space is available. This does not prohibit the district from performing subsequent evaluations to ensure the appropriate placement and continued enrollment of the student in the courses/and/or programs;
 5. Be provided services comparable to those the student with disabilities received in his/her previous school based on his/her previous Individualized Education Program (IEP). This does not preclude the district school from performing subsequent evaluations to ensure appropriate placement of the student;
 6. Make reasonable accommodations and modifications to address the needs of an incoming student with disabilities, subject to an existing 504 or title II Plan, necessary to provide the student with equal access to education. This does not preclude the district school from performing subsequent evaluations to ensure appropriate placement of the student;
 7. Be enrolled by an individual who has been given the special power of attorney for the student’s guardianship. The individual shall have the power to take all other actions requiring parental participation and/or consent;
 8. Be eligible to continue attending district schools if he/she has been placed under the legal guardianship of a noncustodial parent living outside the district by a custodial parent on active military duty.

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

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

Before an international exchange student may attend a District school, the District requires all international 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.

Legal References: A.C.A. § 6-18-201 (e), A.C.A. § 6-18-207, A.C.A. § 6-18-208, A.C.A. § 6-18-702, A.C.A. § 6-4-302, A.C.A. § 9-28-113, A.C.A. § 6-4-309, A.C.A. § 6-18-510, A.C.A. § 6-15-504, A.C.A. § 6-18-107; DESE Rules Governing Student Discipline and School Safety

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 12, 2017; JUNE 25, 2019; JUNE 9, 2020; JULY 14, 2020; JUNE 8, 2021; JUNE 13, 2023; SEPTEMBER 12, 2023; JULY 9, 2024

**For the complete policy regarding Entrance Requirements, Policy 4.2, refer to the JPS District Policies on the JPS website.*

COMPULSORY ATTENDANCE REQUIREMENTS - Policy 4.3

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 (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 (HOME SCHOOLING) have been met.

3. The child will not be age six (6) on or before August 1 of that particular school year and the parent, legal guardian, person having lawful control of the child, or person standing in loco parentis of the child elects not to have him/her attend kindergarten. A kindergarten waiver form prescribed by regulation of the Division of Elementary and Secondary Education must be signed and on file with the district administrative office.
4. The child has received a high school diploma or its equivalent as determined by the State Board of Education.
5. The child is age sixteen (16) or above and is enrolled in a postsecondary 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).

Legal Reference: A.C.A. § 6-18-201

History BOE: Adopted March 11, 2008 Revised June 11, 2009; June 8, 2010; April 12, 2011; June 25, 2019; June 8, 2021

STUDENT TRANSFERS - Policy 4.4

- A. Transfer applications received by the District shall be placed on the Board's next meeting agenda. 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.
- B. The Board may reject a non-resident's application for admission if its acceptance would necessitate the addition of staff or class rooms, exceed the capacity of a program, class, grade level, or school building, or cause the district to provide educational services not currently provided in the affected school. The district shall reject applications that would cause it to be out of compliance with applicable laws and regulations regarding desegregation.
- C. 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.
- D. 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.
- E. 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.
- F. 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.
- G. Except as otherwise required or permitted by law, the responsibility for transportation of any nonresident student admitted to a school in this district shall be borne by the student or the student's parents. The district and the resident district may enter into a written agreement with the student or student's parents to provide transportation to or from the district, or both.

Legal References: A.C.A. § 6-15-504, A.C.A. § 6-18-510, A.C.A. § 6-18-316, A.C.A. § 6-18-317, A.C.A. § 6-18-318, A.C.A. § 9-28-113 (b)(4), A.C.A. § 9-28-205

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 14, 2011; MAY 11, 2015; JUNE 12, 2017; JUNE 25, 2019; JUNE 13, 2023

SCHOOL CHOICE - Policy 4.5

- A. 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. Except for students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a base, the transfer application must be postmarked, emailed, or hand delivered between January 1 and May 1 preceding the fall semester the applicant would begin school in the district.

- B. 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.
- C. Except for applications from students who have a parent or guardian who is an active-duty member of the military and who has been transferred to and resides on a military base, applications postmarked, emailed, or hand delivered on or after May 2 will not be accepted.
- D. The superintendent will consider all properly submitted applications for School Choice and by July 1, the Superintendent shall notify the parent and the student's resident district, in writing, of the decision to accept or reject the application.

Legal References: A.C.A. § 6-1-106, A.C.A. § 6-13-113, A.C.A. § 6-15-2915, A.C.A. § 6-18-227, A.C.A. § 6-18-233, A.C.A. § 6-18-320, A.C.A. § 6-18-510, A.C.A. § 6-18-1901 et. seq., A.C.A. § 6-21-812, ADE Rules Governing Guidelines, Procedures and Enforcement of the Arkansas Opportunity Public School Choice Act

HISTORY BOE: ADOPTED MARCH 11, 2008; JULY 9, 2013; MAY 11, 2015; JUNE 12, 2017; JUNE 25, 2019; JUNE 8, 2021; APRIL 12, 2022; JUNE 13, 2023

For the complete policy regarding School Choice, Policy 4.5 refer to the JPS District Policies on the JPS website.

HOME SCHOOLING - Policy 4.6

- A. Parents or legal guardians desiring to provide a home school for their children shall give written notice to the superintendent of their intent to home school. The notice shall be given:
 - 1. At the beginning of each school year, but no later than August 15;
 - 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.
- B. Written notice of the parent or legal guardian's intent to home school shall be delivered to the superintendent through any of the following methods:
 - Electronically, including without limitation by:
 - Use of the Division of Elementary and Secondary (DESE) online systems;
 - Email; or
 - 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 home school; and
 - 7. A signature of the parent or legal guardian.
- C. 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 which might indicate the need for special education services.
 - D. 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.

- E. Any student transferring from home school to a district school shall be evaluated by district staff to determine the student's appropriate grade placement. The district specifically reserves the right to utilize various assessment techniques to determine appropriate grade placement.

*Legal References: A.C.A. § 6-15-503, A.C.A. § 6-15-504, A.C.A. § 6-14-103; DESE Rules Governing Home Schools.
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 12, 2012; JUNE 12, 2017; JULY 14, 2020; JUNE 8, 2021*

For the complete policy regarding Home Schooling and Enrollment and Re-Enrollment, Policy 4.6 refer to the JPS District Policies on the JPS website.

ACADEMIC COURSE ATTENDANCE BY PRIVATE SCHOOL AND HOME SCHOOL STUDENTS - Policy 4.59

The district allows private school and home school students whose parents, legal guardians, with whom the student resides are residents of the district to attend academic courses offered in grades 7-12.

Legal References: A.C.A. § 6-11-129, A.C.A. § 6-15-1402, A.C.A. § 6-15-2006, A.C.A. § 6-41-606, A.C.A. § 6-41-611, 20 U.S.C. § 1232 g, 15 U.S.C. § 6501 (COPPA)

For the complete policy regarding Academic Course Attendance By Private School and Home School Students, Policy 4.59, refer to the JPS District Policy on the JPS website.

HOMELESS STUDENTS – Policy 4.40

- A. The Jonesboro 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 liaison for homeless children and youth whose responsibilities shall include coordinating with the state educational liaison for homeless children and youth to ensure that homeless children are not stigmatized or segregated on the basis of their status as homeless and such other duties as are prescribed by law and this policy.
- B. 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. It is the responsibility of the district's local educational liaison for homeless children and youth to carry out the dispute resolution process.
- C. To the extent feasible, the district shall do one of the following according to what is in the best interest of a homeless child. For the purposes of this policy "school of origin" means the school the child attended when permanently housed or the school in which the child was last enrolled.
 - 1. Continue educating the child who becomes homeless between academic years or during an academic year in their school of origin for the duration of their homelessness;
 - 2. Continue educating the child in his/her school of origin who becomes permanently housed during an academic year for the remainder of the academic year; or
 - 3. Enroll the homeless child in the school appropriate for the attendance zone where the child lives.
- D. If the district elects to enroll a homeless child in a school other than their school of origin and such action is against the wishes of the child's parent or guardian, the district shall provide the parent or guardian with a written explanation of their reason for so doing which shall include a statement of the parent/guardian's right to appeal.
- E. In any instance where the child is unaccompanied by a parent or guardian, the district's local educational liaison for homeless children and youth shall assist the child in determining his/her place of enrollment. The liaison shall provide the child with a notice of his/her right to appeal the enrollment decision.
- F. 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 liaison), to and from the child's school.

- G. A homeless student shall be immediately eligible to participate in interscholastic activities at the school in which the student is enrolled.
- H. For the purposes of this policy, students shall be considered homeless if:
1. they lack a fixed, regular, and adequate nighttime residence and are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason;
 2. are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative adequate accommodations; are living in emergency or transitional shelters;
 3. are abandoned in hospitals;
 4. 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;
 5. are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings;
 6. and includes migratory children who are living in circumstances described in clauses (a) - (c).

Legal References: 42 U.S.C. § 11431 et seq., 42 U.S.C. § 11431 (2), 42 U.S.C. § 11432(g)(1)(H)(I), 42 U.S.C. § 11432 (g)(1)(J)(i), (ii), (iii), (iii)(I), (iii)(II), 42 U.S.C. § 11432 (g)(3)(A), (A)(i), (A)(i)(I), (A)(i)(II), (A)(ii), 42 U.S.C. § 11432 (g)(3)(B)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(C)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(E)(i), (ii), (iii), 42 U.S.C. § 11432 (g)(3)(G), 42 U.S.C. § 11432 (g)(4) (A), (B), (C), (D), (E), 42 U.S.C. § 11434a, Commissioner’s Memo COM-18-044

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISIED JUNE 12, 2012; MAY 10, 2016; JUNE 13, 2016, MAY 8, 2018; JUNE 13, 2023

STUDENTS WHO ARE FOSTER CHILDREN – Policy 4.52

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

Legal Reference: A.C.A. § 9-28-113, A.C.A. § 6-18-233

HISTORY BOE: ADOPTED MAY 11, 2015 REVISIED JUNE 12, 2017; JUNE 9, 2020

For the complete policy regarding Students Who Are Foster Children, Policy 4.52, please refer to the JPS District Policy on the JPS website.

SECTION 5: STUDENT BEHAVIOR

STUDENT DISCIPLINE - Policy 4.17

- A. The Jonesboro School 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:
1. at any time on the school grounds;
 2. off school grounds at a school sponsored function, activity, or event;
 3. going to and from school or a school activity.
- B. 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.
- C. The district's personnel policy committee shall review annually the student discipline policies, including State and District student discipline data and may recommend changes in the policies to the Jonesboro School Board of Education. The board shall approve any changes to student discipline policies.
- D. 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.
- E. 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.
- F. The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case by case basis.
- G. 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.
- H. The **minimum penalty** for student misconduct will be a **verbal warning** and the **maximum penalty** will be **expulsion** by the board or legal action dependent upon the severity and frequency of the misconduct.

*Legal Reference: A.C.A. § 6-17-113, A.C.A. § 6-18-502, A.C.A. § 6-18-514, A.C.A. § 6-18-2401, DESE Rules Governing Student Discipline and School Safety
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 12, 2012; JUNE 25, 2019; JULY 14, 2020; JUNE 8, 2021; APRIL 12, 2022; JULY 9, 2024*

For the complete policy regarding Student Discipline, Policy 4.17, please refer to the JPS District Policy on the JPS website.

PROHIBITED CONDUCT - Policy 4.18

- A. Students and staff require a safe and orderly learning environment that is conducive to high student achievement. JPS personnel recognize that each student discipline case must be handled on its own merits. While it is important that parents be notified about the behavior of student's, it is also recognized that not every case of discipline needs to be reported to parents at the time of the offense. The circumstances of each may dictate a different approach. On offenses that result in either an in-school or out of school suspension, an effort will be made to notify parents immediately. Prohibited behaviors include, but shall not be limited to the following.
1. **Insubordination** - Disrespect for school employees and failing to comply with their reasonable directions or otherwise demonstrating insubordination;
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
 2. **Disorderly Conduct** - Disruptive behavior that interferes with orderly school operations;
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
 3. **Physical Abuse, Threat or Assault on a Student** - Willfully and intentionally assaulting or threatening to assault or physically abusing any student;
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
 4. **Verbal Abuse of a School Employee** – Harassing, threatening or inappropriate behavior directed toward any school employee;
Minimum - Suspension
Maximum - Expulsion
 5. **Physical Abuse, Threat or Assault on a School Employee** - Willfully and intentionally assaulting or threatening to assault or physically abusing any school employee;
Minimum - Suspension
Maximum - Expulsion
 6. **Weapons** - Possession of any weapon or object that can reasonably be considered capable of causing bodily harm to another individual;
Recommended Expulsion – See Policy 4.22
 7. **Tobacco** - Possession or use of tobacco or any tobacco related paraphernalia in any form on any property owned or leased by any public school;
Minimum - Conference/Warning/Parent Notification
Maximum - Suspension
 8. **Vandalism/Theft** - Willfully or intentionally damaging, destroying, or stealing school property or another individual's personal property;
Minimum - Conference/Parent Notification/Restitution
Maximum – Expulsion/Restitution
 9. **Electronic Communication Devices** - Misuse of any electronic devices on the school campus during normal school hours;
Minimum - Conference/Warning/Parent Notification
Maximum – Suspension, Restitution
 10. **Drug/Alcohol** - Possession, attempting to possess, selling, attempting to sell, buying, attempting to buy, distributing, or being under the influence of an alcoholic beverage, any illegal drug, unauthorized inhalants, any ingestible matter, or the inappropriate use or sharing of prescription or over the counter drugs, or other intoxicants, or anything represented to be a drug;
Minimum – Suspension
Maximum – Expulsion
 11. **Misuse of Medication/Medical Supplies** -Sharing, diverting, transferring, applying to others (such as needles or lancets), or in any way misusing medication or any medical supplies in their possession;
Minimum – Suspension
Maximum – Expulsion
 12. **Public Display of Affection** - Inappropriate public displays of affection;
Minimum - Conference/Warning/Parent Notification
Maximum - Suspension
 13. **Cheating** - Cheating, copying, forging, or claiming another person's work to be his/her own;
Minimum - Conference/Warning/Parent Notification
Maximum - Suspension
 14. **Gambling** – Participation in any game of chance;

- Minimum - Conference/Warning/Parent Notification*
Maximum - Suspension
15. **Dress Code** - Inappropriate student dress;
Minimum - Conference/Warning/Parent Notification
Maximum - Suspension
16. **Profanity** - Use of vulgar, profane, or obscene language or gestures;
Minimum - Conference/Warning/Parent Notification
Maximum - Suspension
17. **Truancy** – Absence from school or a class without parent and/or school authorities prior knowledge or consent;
Minimum - Conference/Warning/Parent Notification
*A court referral will be submitted after 6 truancies.
Maximum – In-School Suspension
18. **Tardiness** - Excessive tardiness;
Minimum - Conference/Warning/Parent Notification
Maximum –In-School Suspension
*NOTE: Secondary Tardy guidelines can be obtained from the building administration.
19. **Discrimination** - Engaging in behavior designed to taunt, degrade, or ridicule another person on the basis of race, ethnicity, national origin, sex, or disability;
Minimum - Conference/Warning/Parent Notification
Maximum - Suspension
20. **Hazing** - Hazing, or aiding in the hazing of another student;
Minimum - Conference/Warning/Parent Notification
Maximum - Suspension
21. **Gangs or Gang-Related Activities**- 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;
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
22. **Sexual Activity** - Sex-based harassment or other sexual activity;
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
23. **Harassment or Bullying** – Harassing, verbally assaulting or inappropriately threatening another student;
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
24. **Disrupting the Learning Environment** – Any behavior that disrupts or threatens the learning environment including bomb threats, false alarms, inciting a riot, etc.
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
25. **Loitering** – Inappropriate entry or assembly on a school campus;
Minimum - Conference/Warning/Parent Notification
Maximum - Expulsion
26. **Behavior that is subversive to good order and discipline even though such behavior is not explicitly listed in the above rules.**
Minimum - Conference/Warning/Parent Notification
Maximum – Expulsion
27. **Possess, view, distribute or electrically transmit sexually explicit or vulgar images or representations, whether electronically, on a data storage device, or in hard copy form**
Minimum - Conference/Warning/Parent Notification
Maximum – Expulsion
28. **Defacing ID, Mutilation, destroying, damaging, misusing, reproducing, altering or defacing any student identification card**
Minimum – Warning
Maximum – Suspension
29. **Failure to Identify, refusing to give one’s name or using a false name when asked by a school employee to identify one’s self. This includes failure to wear or properly display Student ID.**
Minimum – Warning
Maximum – Suspension
30. **Operating a vehicle on school grounds while using a wireless communication device.**
Minimum – Warning

Maximum – Suspension

31. Crime of Video Voyeurism

The unlawful use of a camera, video tape, photo-optical, photoelectric, or any image-recording device used for the purpose of secretly observing, viewing, photographing, filming, or videotaping on any JPSD property or at any school function without the consent of any person(s) who has reasonable expectations of privacy is prohibited.

A person shall be guilty of this offense if they voluntarily participate in placing (uploading, downloading, copying, etc.) the photographic image(s) obtained to any public viewing area, i.e. internet, cell phone, camera, etc. Violators could be subject to arrest under Arkansas State Statute 5-16-101.

Minimum- verbal warning

Maximum- expulsion by the board or legal action dependent upon the severity and frequency of the misconduct.

- B. The board directs each school in the district to develop implementation regulations for prohibited student conduct consistent with applicable Board policy, State and Federal laws, and judicial decisions.
- C. The Jonesboro School District reserves the right to pursue disciplinary, legal action or contact juvenile authorities for behaviors that justify such actions.
- D. In extreme circumstances where law enforcement must be contacted immediately, every effort will be made to contact parents before students are removed from the campus by authorities.

Legal References: A.C.A. § 6-18-502, A.C.A. § 6-18-707, A.C.A. § 6-15-1005, A.C.A. § 6-21-609, A.C.A. § 6-18-506, A.C.A. § 6-18-222, A.C.A. § 6-5-201, A.C.A. § 6-18-514, A.C.A. § 27-51-1602, A.C.A. § 27-51-1603, A.C.A. § 27-51-1609, DESE Rules Governing Student Discipline and School Safety
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 11, 2009; JUNE 8, 2010; JUNE 12, 2012; MAY 11, 2015; JULY 10, 2018; JUNE 25, 2019; JULY 14, 2020; JULY 9, 2024

USE OF ELECTRONIC DEVICES – Policy 4.47

Students are responsible for conducting themselves in a manner that respects the rights of others. Misuse of any electronic device, whether district or student owned, that interferes with a positive, orderly, classroom environment does not respect the rights of others and is expressly forbidden. To protect the security of statewide assessments, no electronic device as defined in this policy shall be accessible by a student at any time during assessment administration unless specifically permitted by a student’s individualized education program (IEP) or individual health plan; this means that when a student is taking an AESAA assessment, the student shall not have his/her electronic device in his/her possession. Any student violating this provision shall be subject to this policy’s disciplinary provisions. The prohibition in this policy does not extend to the electronic device the District provides the student for the student’s use during assessment administration to the extent the student is using the District-provided device to complete the assessment.

Students shall not utilize personal electronic devices during the instructional day.

As used in this policy, “electronic devices” means any electronic device that can be used to transmit, capture images, sound or data.

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

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

Use of electronic devices is permitted to the extent it is approved in a student’s individualized education program (IEP) or it is needed in an emergency that threatens the safety of students, staff, or other individuals.

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

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

The student and/or the students’ parents or guardians expressly assume any risk associated with students owning or possessing electronic devices. Students misusing electronic devices shall have them confiscated and will be subject to appropriate disciplinary actions. Students have no right or privacy as to the content contained on electronic devices that have been confiscated. A search of a confiscated device shall meet the reasonable individualized suspicion requirements of Policy 4.32 – SEARCH, SEIZURE, AND INTERROGATIONS.

Students who use electronic devices 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.

No student shall use any wireless communications 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.

Legal Reference: A.C.A. § 6-18-515; ADE Test Administration Manual; A.C.A. § 27-51-1602; A.C.A. § 27-51-1603; A.C.A. § 27-51-1609; A.C.A. § 27-51-2907, DESE Test Administration Manual, DESE Rules Governing Student Discipline and School Safety.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 10, 2008; JUNE 12, 2012; MAY 13, 2013; JULY 9, 2013; JULY 9, 2015; MAY 10, 2016; JUNE 12, 2017; JULY 10, 2018; MAY 13, 2019; JUNE 9, 2020; JULY 14, 2020; JULY 9, 2024; AUGUST 13, 2024

DISRUPTION OF SCHOOL – Policy 4.20

- A. 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.
- B. 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. Local law enforcement will be contacted in the event that the student refuses to leave the classroom voluntarily with the school administrator.

Legal Reference: A.C.A. § 6-18-511, DESE Rules Governing Student Discipline and School Safety

HISTORY BOE: ADOPTED MARCH 11, 2008; JULY 14, 2020

BULLYING – Policy 4.43

A. Definitions:

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

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

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

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

1. 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; and

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

- Necessary cessation of instruction or educational activities;

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

Respect for the dignity of others is a cornerstone of civil society. Bullying creates an atmosphere of fear and intimidation, robs a person of his/her dignity, detracts from the safe environment necessary to promote student learning, and will not be tolerated by the Board of Education. 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; or going to and from school or a school activity in a school vehicle or school bus; or at designated school bus stops.

- B. 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 principal, or designee. Parents or legal guardians may submit written reports of incidents they feel constitute bullying, or if allowed to continue would constitute bullying, to the principal, or designee. The principal, or designee shall be responsible for investigating the incident(s) to determine if disciplinary action is warranted. The person or persons reporting behavior they consider to be bullying shall not be subject to retaliation or reprisal in any form.
- C. A building principal, or designee, who receives a credible report or complaint of bullying shall:
1. As soon as reasonably practicable, but by no later than the end of the school day following the receipt of the credible report of bullying:
 - a. Report to a parent, legal guardian, person having lawful control of a student, or person standing in loco parentis of a student that their student is the victim in a credible report of bullying; and
 - b. Prepare a written report of the alleged incident of bullying;
 2. Promptly investigate the credible report or complaint of bullying, which shall be completed by no later than the fifth (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:
 - That a credible report or complaint of bullying against their student exists;
 - Whether the investigation found credible report or complaint of bullying to be true;
 - Whether action was taken against their student upon the conclusion of the investigation of the alleged incident of bullying; and
 - Information regarding the reporting of another alleged incident of bullying, including potential consequences of continued incidents of bullying;
 5. Make a written record of the investigation, which shall include:
 - A 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;
 - 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.
- D. Students found to be in violation of this policy shall be subject to disciplinary action up to and including expulsion. In determining the appropriate disciplinary action, consideration may be given to other violations of the student handbook which may have simultaneously occurred. In addition to any disciplinary actions, the District shall take appropriate steps to remedy the effects resulting from bullying.
- E. Notice of what constitutes bullying, the district's prohibition against bullying, and the consequences for students who bully shall be conspicuously posted in every classroom, cafeteria, restroom, gymnasium, auditorium, and school bus. Parents, students, school volunteers, and employees shall be given copies of the notice.

STUDENT ASSAULT OR BATTERY - Policy 4.21

- A. A student shall not threaten, physically abuse, or 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.
- B. Furthermore, it is unlawful, during regular school hours, and in a place where a public school employee is required to be in the course of his or her duties, for any person to address a public school employee using language which, in its common acceptance, is calculated to:
- cause a breach of the peace;
 - materially and substantially interfere with the operation of the school;
 - 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 student disciplinary measures.

LASER POINTERS - Policy 4.28

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; en route to or from school or any schoolsponsored 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.

WEAPONS AND DANGEROUS INSTRUMENTS - Policy 4.22

- A. **Definitions**
“Firearm” means any device designed, made, or adapted to expel a projectile by the action of an explosive or any device readily convertible to that use.
“Possession” means having a weapon on the student’s body or in an area under the student’s control.
“Weapon” means any: Firearm; Knife; Razor; Ice pick; Dirk; Box cutter; nunchucks; Pepper spray, mace, or other noxious spray; Explosive; Taser or other instrument that uses electrical current to cause neuromuscular incapacitation; or Any other instrument or substance capable of causing bodily harm.
- B. 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 in school, on or about school property, before or after school, in attendance at school or any school sponsored activity, en 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. Military personnel, such as ROTC cadets, acting in the course of their official duties are accepted.
- C. 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.

- D. Except as permitted in this policy, students found to be in possession on the school campus of a weapon shall be recommended for expulsion for a period of not less than one 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 weapon 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 weapon 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 weapon 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.
- E. 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.
- F. The district shall report any student who brings a firearm or weapon to school to the criminal justice system or juvenile delinquency system by notifying local law enforcement.

Legal References: A.C.A. § 6-18-502 (e) (2) (A) (B), A.C.A. § 6-18-507 (e) (1) (2), 20 USCS §7151 A.C.A. § 5-27-206, A.C.A. §6-21-608, A.C.A. §5-73-119(b) (8)(9)(10), A.C.A. § 5-73-133, 20 USCS. §7151

HISTORY BOE: ADOPTED MARCH 11, 2008 *REVISED:* JUNE 10, 2008; JUNE 8, 2010; JULY 9, 2013; MAY 11, 2015; JUNE 25, 2019; JULY 14, 2020

TOBACCO AND TOBACCO PRODUCTS-Policy 4.23

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

Legal Reference: A.C.A. § 6-21-609

HISTORY BOE: ADOPTED MARCH 11, 2008 *REVISED:* APRIL 12, 2011; JULY 9, 2013

DRUGS AND ALCOHOL - EFFECTIVE: 2008

- A. No student in the Jonesboro 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; is en route to or from school or any school sponsored activity.
- B. Prohibited substances shall include, but are not limited to, alcohol, or any alcoholic beverage, inhalants or any ingestible matter that alter a student's ability to act, think, or respond, LSD, or any other hallucinogen, marijuana, cocaine, heroin, or any other narcotic drug, PCP, amphetamines, steroids, "designer drugs," look-alike drugs, or any controlled substance.
- C. The sale, distribution, or attempted sale or distribution or 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 except as permitted under Policy 4.35-STUDENT MEDICATIONS.
- D. The district shall report criminal activity to the justice system or juvenile delinquency system by notifying local law enforcement.

DRUGS AND ALCOHOL TESTING - Policy 4.24 EFFECTIVE: 2008

- A. The Jonesboro School District recognizes the use of mood-altering chemicals as a significant health problem for many students, resulting in negative effects on behavior, learning, and the total development of each individual. The misuse and abuse of mood-altering chemicals for some students affect academic growth, achievement, activities, participation and development of related skills, and relationships with significant people in their lives.
- B. The purposes of chemical screenings by the Jonesboro School District are:
1. To emphasize concerns for the health of students in areas of safety while participating in activities, and the long-term physical and emotional effects of chemical use on their health.
 2. To work with parents to assist in keeping their children free of mood-altering chemicals.
 3. To promote a sense of order and discipline among students.
 4. To confirm and support the existing state laws which restrain the use of such mood-altering chemicals.
 5. To establish standards of conduct for those students who are leaders.
 6. To assist students who desire to resist peer pressure directing them toward the use of mood-altering chemicals.
 7. To assist students in securing assistance or evaluation regarding their use of mood-altering chemicals.
- Drugs which may be screened include, but are not limited to, the following: Amphetamines, Barbiturates, Benzodiazepines, Cocaine, Methaqualone, Opiates, PCP, THC (Cannabinoids)
- C. SUPERVISED URINE COLLECTION AND CHAIN OF PROCEDURE FOR SUBSTANCE ABUSE SCREENING "Testing," as referred to throughout this policy, encompasses all scientifically-valid analyses procedures used by certified medical facilities which test for the presence of drugs. Such tests include, but are not limited to, urinalysis and blood testing. All testing will be performed in compliance with the National Institute on Drug Abuse and College of American Pathologists criteria.

The following precautions should be taken, as appropriate, at the collection site:

1. Positively identify the examinee.
 2. Use a dedicated washroom and process only one person at any given time.
 3. Blue or green toilet bowl cleaner will be used to prevent dilution of the sample with toilet water and water faucet will be turned off.
 4. Freshly voided specimen temperature will be checked by temperature gauge on container.
 5. Examinee will remove outer garments (jackets, coats) and pocket items before entering the washroom. This will prevent examinee from carrying in a substitute specimen or other chemicals and solutions used to adulterate specimens. However, the examinee may retain his/her wallet. Any garments removed should not be searched.
 6. The labels for specimen bottles must have all information completed before testing.
 7. Extra specimen containers are not to be left in the washroom.
 8. Place the tamper-evident tape over the bottle cap and label in the presence of the examinee.
 9. Have the examinee and witness sign the chain-of-custody form and have the examinee initial the specimen label.
 10. All collected specimens must be delivered at once to the person assigned to deliver specimen to the laboratory.
- Note: Any medication or prescribed drugs should be brought to the attention of the testing agent.

D. METHOD

1. Coaches and sponsors shall survey participants for all activities at the beginning of the fall semester. These students will be placed in the drug bank/pool for random testing throughout the year. Therefore, members from all activities may be equally tested at any point during the school year.
2. Any student who wishes to participate in an activity but was not entered into the original pool for the first fall testing must be entered into the pool and screened before participation in his/her respective activity.
3. All students interested in any sport/activity during the school year must sign a consent form for drug screening before participating.
4. Screening will be done on a random basis.

E. CONSEQUENCES OF A POSITIVE TEST

First Violation: The principal, athletic director, head coach of the sport in which the athlete is competing, and the team physician or family doctor, whichever is applicable, shall be notified each time a student athlete receives a positive drug screen. The head coach will then communicate to the parents of the student athlete that a positive screen has been obtained.

The student athlete shall be suspended from athletic contests for a period of ten (10) school days. Five (5) days of the suspension will be forgiven if the parent provides documentation that the student is receiving appropriate counseling from a licensed professional drug rehabilitation counselor at parents' expense. The student will not be allowed to resume athletic participation until a medical release is supplied to the head coach. After a positive screen, the student will be screened each time a screening is administered until athletic eligibility has expired.

Note: Refusal by an athlete to take a drug test may constitute a positive screen.

Second Violation: After confirmation of the second violation, the athlete shall lose eligibility for a period of thirty percent (30%) of the contests of the season in which he/she is participating. The student athlete will not be allowed to practice or participate in any athletic contest during this period. If the season in which the athlete is participating at the time lasts less than 30% of the scheduled contests, the athlete will be required to continue to lose eligibility for the next sport in which he/she participates, until the full 30% of the scheduled contests has been attained. If the athlete participates in only one sport, the suspension will carry over until the next school year, provided he/she is an underclassman. The student shall be recommended to receive counseling at his/her own expense from a licensed professional drug rehabilitation counselor.

Third Violation: After confirmation of the third violation, the athlete shall lose eligibility for one calendar year from the date of the third violation. The student shall be recommended to receive counseling at his/her own expense from a licensed professional drug rehabilitation counselor.

Subsequent Violations: Any subsequent positive screening after the third violation will result in permanent expulsion from any sports program of the Jonesboro Public Schools. Screening will begin at the seventh (7th) grade level and sanctions shall be accumulated through the twelfth (12th) grade.

Note: Positive test results shall not be provided to the police or any other law enforcement agency.

Exceptions: A single test may be requested by a coach, the athletic director, or an administrator for reasonable suspicion.

Steroids or similar chemicals could take more than twenty (20) days to leave a student's system. In this case, a doctor's written opinion is requested and is at the student's expense.

If, prior to the first offense, an athlete voluntarily acknowledges he/she has a chemical problem, such athlete will not be held in violation if he/she completes a successful drug rehabilitation program. At this point, the student will be subject to screening each time a test is administered until athletic eligibility has expired

Range: All athletes, grades 7 through 12, may be tested.

Drug Counseling: Should counseling be attained, it will be the responsibility of the parent(s) to acquire professional help from an appropriate agency. The Jonesboro Public Schools will not assume any financial responsibility for rehabilitation.

F. STUDENTS WHO OPERATE MOTOR VEHICLES AND MAINTAIN PARKING PRIVILEGES ON JHS CAMPUS

Students who operate motor vehicles and maintain parking privileges on the JHS campus will be required to sign a Drug Testing Policy General Authorization Form before obtaining parking privileges on the JHS campus. The method of collection, chain of procedure for substance abuse screening, method of placing participants in the pool for random drug testing, and recommendation for professional drug counseling will be identical to the current method used for testing of athletes. The consequences of a positive test(s) for students who operate motor vehicles and maintain parking privileges on the JHS Campus will differ.

G. CONSEQUENCES OF A POSITIVE TEST

First Violation: The principal shall immediately communicate to the parents or legal guardians of the student that a positive screen has been obtained. A meeting will be held with the student, parent or guardian, and the principal. The student will be recommended for counseling; any charges incurred will be the responsibility of the parents. After a positive screen, the student will be screened each time a screening is administered.

Second Violation: After the confirmation of the second violation, the student will be suspended from operating a vehicle on campus for the remainder of the school year. The student will be recommended for counseling; any charges incurred will be the responsibility of the parents.

Third Violation: After confirmation of the third violation, the student will be suspended from operating a vehicle on campus for the remainder of his/her enrollment with the school.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 12, 2012; JUNE 25, 2019; JULY 14, 2020; JULY 9, 2024

STUDENT DRESS AND GROOMING - Policy 4.25

- A. The Jonesboro School 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 the dress and grooming are immodest, disruptive, unsanitary, and unsafe, could cause property damage, or are offensive to common standards of decency.
- B. The following dress code shall be observed by all students:
1. All clothing will be of appropriate size.
 2. Pants and skirts will be worn at the waistline.
 3. Belts are recommended if pants/skirts have belt loops.
 4. Female blouses/shirts must be long enough to completely cover the midriff when arms are raised straight over the head.
 5. Female blouses/shirts will not show cleavage.
 6. No lounge wear or house shoes are permitted.
 7. No hats, hoods, bandanas, or any other type of headgear is permitted.
 8. No spandex shorts or shirts. No spandex leggings, or jeggings under an additional garment that is no less than four inches above the knee.
 9. No shorts shorter than four inches above the knee (secondary only).
 10. No shirts, dresses or dresses/skirts with slits more than four inches above the knee.
 11. No bare back or bare midriff showing in shirts or dresses.
 12. No wearing of the clothing that exposes underwear, buttocks, or female breast while on the grounds of a public school during the regular school day and at school-sponsored activities and events.
 13. No inappropriate slogans on clothing or attire.
- C. A student shall not be disciplined or discriminated against based upon the student's natural, protective or cultural hairstyle. A student's natural, protective, or cultural hairstyle includes without limitation afros, dreadlocks, twists, locs, braids, cornrow braids, Bantu knots, curls, and hair styles to protect hair texture or for cultural significance.

Legal Reference: A.C.A. § 6-18-502 (c) (1), A.C.A. § 6-18-503(c)

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 14, 2011; JUNE 13, 2023

GANGS AND GANG ACTIVITY - Policy 4.26

- A. 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.
- B. 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.

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

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 8, 2010; APRIL 12, 2011

STUDENT SEX DISCRIMINATION AND SEX-BASED HARASSMENT - Policy 4.27

Jonesboro Public Schools is committed to providing an academic and work environment that treats all students and employees with respect and dignity. Student achievement is best attained in an atmosphere of equal educational and employment opportunity that is free of discrimination. Sex-based harassment is a form of sex discrimination that undermines the integrity of the educational and work environment and will not be tolerated.

The District believes the best policy to create an educational and work environment free from sex discrimination and sex-based harassment is prevention; therefore, the District shall provide informational materials and training to students, parents/legal guardians/other responsible adults, and employees on sex-based harassment. The informational materials and training on sexual harassment shall be age appropriate.

Disciplinary Sanctions

It shall be a violation of this policy for any student or employee to be subjected to, or to subject another person to, sex discrimination or sex-based harassment. Following the completion of the District’s grievance process, any student who is found by the evidence to more likely than not have engaged in sex discrimination or sex-based 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 sex discrimination or sex-based 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 sex discrimination or sex-based harassment alone is not sufficient to conclude that any party made a false allegation or materially false statement in bad faith.

Definition

“Sex-based harassment” means conduct on the basis of sex that satisfies one or more of the following:

1. A District employee:
 - a. Conditions the provision of an aid, benefit, or service of the District on an individual’s participation in unwelcome sexual conduct; or
 - b. Uses the rejection of unwelcome sexual conduct as the basis for academic decisions affecting that individual;
2. The conduct is:
 - a. Unwelcome; and
 - b. Is subjectively and objectively offensive and so severe or pervasive that it limits or denies a person the ability to participate in or benefit from the District’s education program or activity based on the totality of the circumstances; or
 - c. Constitutes:
 - i. Sexual assault;
 - ii. Dating violence;
 - iii. Domestic violence; or
 - iv. Stalking.

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

Actionable sex-based 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, sex-based 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 sex-based 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 emails or Websites of a sexual nature;
- Treatment based on an individual's pregnancy or pregnancy related conditions;
- 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 sex-based harassment, or the parent/legal guardian/other responsible adult of a student who believes their student has been subjected to sex-based harassment, are encouraged to bring their concerns to **any** District staff member, including a counselor, teacher, Title IX coordinator, or administrator. Under no circumstances shall a student be required to first report allegations of sexual harassment to a school contact person if that person is the individual who is accused of the harassment. If the District staff member who received a report of alleged sex-based harassment is not the Title IX Coordinator, then the District staff person shall inform the Title IX Coordinator of the alleged sex-based 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; and
- Provide the complainant information on the District's grievance procedures.

Title IX Coordinator Initiated Complaint

In the absence of a complaint or the withdrawal of any or all of the allegations in a complaint, the Title IX Coordinator shall determine whether to initiate a complaint. When determining whether or not to initiate a complaint, the Title IX Coordinator shall consider the following factors, at a minimum:

1. The complainant's request not to proceed with initiation of a complaint;
2. The complainant's reasonable safety concerns regarding initiation of a complaint;
3. The risk that additional acts of sex discrimination or sex-based harassment would occur if a complaint is not initiated;
4. The severity of the alleged sex discrimination or sex-based harassment, including whether it would require the removal of a respondent from campus or imposition of another disciplinary sanction to end the discrimination and prevent its recurrence;
5. The age and relationship of the parties, including whether the respondent is a District employee;
6. The scope of the alleged sex discrimination or sex-based harassment, including information suggesting a pattern, whether the sex discrimination or sex-based harassment is ongoing, or the sex discrimination or sex-based harassment is alleged to have impacted multiple individuals;
7. The availability of evidence to assist a decisionmaker in determining whether sex discrimination or sex-based harassment occurred; and
8. Whether the District could end the alleged sex discrimination and prevent its recurrence without initiating its grievance procedures.

After considering these and other relevant factors, the Title IX Coordinator may initiate a complaint if the Title IX Coordinator determines that the conduct as alleged:

- A. Presents an imminent and serious threat to the health or safety of the complainant or other person; or
- B. Prevents the District from ensuring equal access on the basis of sex to its education program or activity.

If the Title IX Coordinator initiates a complaint, the Title IX Coordinator shall notify the complainant prior to doing so and appropriately address reasonable concerns about the safety of the complainant or others, which may include providing supportive measures.

Supportive Measures

The District shall offer supportive measures to the complainant and made 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 Title IX Coordinator shall designate an individual to whom the District's providing, denying, modifying, or terminating of supportive measures may be appealed. The designated individual shall have authority to modify or reverse the District's decision if it is determined that the decision to provide, deny, modify, or terminate the supportive measure(s) was inconsistent with the definition of supportive measures. A party shall have the opportunity to seek additional modification or termination of a supportive measure applicable to them if there is a material change in circumstances.

Students With Disabilities

If a complainant or respondent is a student with a disability, the Title IX Coordinator shall consult with one (1) or more members, as appropriate, of the student's Individualized Education Program (IEP) team or the student's 504 team to ensure compliance with the Individuals with Disabilities Education Act and the Rehabilitation Act of 1973 throughout the grievance process.

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 written notice to the parties who are known.

Confidentiality

To the extent possible, complaints will be treated in a confidential manner. Limited disclosure may be necessary in order to complete a thorough investigation. Students who file a complaint of sexual harassment will not be subject to retaliation or reprisal in any form.

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 sex discrimination or sex-based harassment justifies removal. A removed student will be provided with notice and an opportunity to challenge the removal decision immediately following the removal.

Legal References: Title IX of the Education Amendments of 1972, 20 USC 1681, et seq., A.C.A. § 6-15-1005 (b) (1), 34 C.F.R. Part 106, A.C.A. § 6-18-502, A.C.A. § 12-18-102

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED APRIL 12, 2011; MAY 8, 2018; JULY 14, 2020; APRIL 12, 2022; JULY 9, 2024

For the complete policy regarding sexual harassment policy 4.27, refer to the JPS policy on the JPS website.

VIDEO SURVEILLANCE – Policy 4.48

The board has a responsibility to maintain discipline and 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. A complete set of guidelines related to the use of video surveillance equipment is available in the Jonesboro Public School Policy Manual.

Legal References: 20 USC 1232(g), 34 CFR 99.3, 4, 5, 7, 8, 10, 12, 31, 20 USC 7115

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 10, 2008

SEARCH, SEIZURE, AND INTERROGATIONS – Policy 4.32

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

- B. School property shall include, but not be limited to, lockers, desks, and parking lots, as well as personal effects left there by students. When possible, prior notice will be given and the student will be allowed to be present along with an adult witness, however, searches may be done at any time with or without notice or the student's consent. A personal search must not be excessively intrusive in light of the age and sex of the student and the nature of the infraction.
- C. The superintendent, principals, and their designees may request the assistance of law enforcement officials to help conduct searches. Such searches may include the use of specially trained dogs.
- D. A school official of the same sex shall conduct personal searches with an adult witness of the same sex present.
- E. State Law requires that Department of Human Services employees, local law enforcement, or agents of the Crimes against Children Division of the Division of Arkansas State Police, may interview students without a court order for the purpose of investigating suspected child abuse. In instances where the interviewers deem it necessary, they may exercise a "72-hour hold" without first obtaining a court order. Other questioning of students by non-school personnel shall be granted only with a court order directing such questioning, with permission of the parents of a student (or the student if above eighteen [18] years of age), or in response to a subpoena or arrest warrant.
- F. If the district makes a report to any law enforcement agency concerning student misconduct or if access to a student is granted to a law enforcement agency due to a court order, the principal or the principal's designee shall make a good faith effort to contact the student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis. The principal or the principal's designee shall not attempt to make such contact if presented documentation by the investigator that notification is prohibited because a parent, guardian, person having lawful control of the student, or person standing in loco parentis is named as an alleged offender of the suspected child maltreatment. This exception applies only to interview requests made by a law enforcement officer, an investigator of the Crime Against Children Division of the Division of Arkansas State Police, or an investigator or employee of the Department of Human Services.
- G. 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, or other person having lawful control by court order, or person acting 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/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.

*Legal Reference: A.C.A. § 6-18-513, A.C.A. § 12-12-509, 510 and 516, A.C.A. § 9-13-104
 HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 9, 2015; JUNE 25, 2019*

CONDUCT TO AND FROM SCHOOL AND TRANSPORTATION ELIGIBILITY - Policy 4.19

- A. 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 student were on school grounds. Violation of bus rules will result in disciplinary action ranging from a minimum of a warning to a maximum of loss of the privilege of riding a school bus. 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.
- B. Consequences of inappropriate behavior will be handled in the following manner:
 - First Offense: Warning (note mailed to parent)
 - Second Offense: 1 to 5 day suspension from the bus (call parent)
 - Third Offense: 5 to 10 day suspension from the bus (parent conference)
 - Fourth Offense: Suspension for remainder of the year (parent conference)

In the event of a major infraction, the behavior may result in a more severe level of punishment.

- C. Kindergarten students riding Jonesboro Public School buses must be accompanied to the bus stop each morning by a parent, guardian, or designated adult. Students are not to be left at the bus stop unattended. In the afternoon, students will not be allowed to exit the bus unless a parent, guardian, or designated adult is present to get the child. Students whose parents are **not** present will be returned to the school. The repeated return of students to the school will result in the loss of bus riding

privileges. On the third (3rd) return, the student will be suspended off the bus for the five (5) days. On the fourth (4th) return, the student will be suspended off the bus for ten (10) days. On the fifth (5th) return, the student will be suspended off the bus indefinitely.

- D. Students who live within one (1) mile of the campus they attend are not eligible for transportation. In extreme circumstances you may contact your student's building administration to see if any options are available.

Legal Reference: A.C.A. § 6-19-119 (b), Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.0

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 25, 2019

CORPORAL PUNISHMENT – Policy 4.39

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

Legal Reference: A.C.A. § 6-18-505 (c) (1); A.C.A. § 6-18-503 (b), DESE Rules governing Student Discipline and School Safety, DESE Rules Governing Special Education and Related Services Section 11.00-Discipline

HISTORY BOE: ADOPTED: MARCH 11, 2008 REVISED JUNE 12, 2012; JUNE 25, 2019; JULY 14, 2020

STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT - POLICY 4.60

Definitions

- A. "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.
- B. "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.
- C. "Behavior Intervention Plan" (BIP) means a written plan that: 1) 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; 2) is comprised of practical and specific strategies to increase or reduce a defined behavior or one or more patterns of behavior exhibited by a student; and 3) includes at a minimum the components detailed in JPS Policy 4.60
- D. "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.
- E. "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 himself or herself or others.
- F. "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.
- G. "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.

- H. "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.
- I. "Emergency" means a serious and unexpected situation that requires immediate action and which may be dangerous.
- J. "Functional Behavior Assessment" (FBA) means a problem analysis step that: 1) occurs within the context of data-based problem-solving and 2) 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.
- K. "Imminent danger" means an existing dangerous situation that could reasonably be expected to immediately cause death or serious physical harm.
- L. "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.
- M. "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.
- N. "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.
- O. "Positive behavioral support" means the application of behavior analysis that:
 - Is used to achieve socially important behavior change;
 - Occurs at the: prevention level for all students in a school; strategic intervention level for a student who is not responding, from a social-emotional and behavioral perspective, to the prevention level; and intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services; and
 - Involves a planned and collaborative school-wide approach that is implemented with a goal of establishing a positive and supportive school environment and is accomplished by using positive behavioral programs, strategies, or approaches.
- P. "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.
- Q. "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.
- R. "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.

Positive Behavioral Supports

The District shall implement positive behavioral supports to be used at the: 1) prevention level for each student in a school; 2) strategic intervention level for a student who is not responding, from a social, emotional, or behavioral perspective, to the prevention level; and 3) intensive service or crisis-management level for a student who needs multifaceted or comprehensive behavioral or mental health services.

The District's positive behavioral supports shall include all of the components detailed in JPS Policy 4.60.

The following principles shall form the basis of the District's positive behavioral support system and conflict resolution or de-escalation approach:

1. A student has the right to be treated with dignity;
2. A student should receive necessary academic, social, emotional, and behavioral support that is provided in a safe and least-restrictive environment possible;

3. Positive and appropriate academic, social, emotional, or behavioral intervention, as well as mental health support, should be provided routinely to each student who needs the intervention or support;
4. Behavioral intervention should emphasize prevention as part of the District's system of positive behavioral support; and
5. Each student who exhibits an ongoing behavior that interferes with the student's learning or the learning of others, and who is nonresponsive to effectively implemented classroom or administrative intervention, should receive additional intensive behavioral intervention that is based on a FBA and data-based problem solving.

Problem Solving and Intervention Team

A problem-solving and intervention team shall be established for each student who exhibits social, emotional, or behavioral difficulty that may escalate, if not addressed, to potentially dangerous behavior. The problem-solving and intervention team shall include at least one (1) member who is an academic and behavioral assessment and intervention professional.

A student's problem-solving and intervention team 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 problem-solving and intervention team;
- 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.

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 in compliance with JPS Policy 4.60.

A debriefing meeting shall be held within two (2) school days after the incident occurred in compliance with JPS Policy 4.60.

Legal Reference: A.C.A. § 6-18-2401 et seq.

HISTORY BOE: ADOPTED JUNE 8, 2021

For the complete policy regarding STUDENT BEHAVIORAL INTERVENTION AND RESTRAINT, Policy 4.60, please refer to the JPS District Policy on the JPS website.

SUSPENSION FROM SCHOOL – Policy 4.30

- A. 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 not to exceed ten (10) school days, including the day upon which the suspension is imposed. The suspension may be in school or out of school. Students are responsible for their conduct that occurs: at any time on the school grounds; off school grounds at a school-sponsored function, activity, or event; going to and from school or a school activity. A student may be suspended for behavior including, but not limited to that:

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

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

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

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

- B. The school principal or designee shall proceed as follows in deciding whether or not to suspend a student.
 1. The student shall be given written notice or advised orally of the charges against him/her.
 2. If the student denies the charges, he/she shall be given an explanation of the evidence against him/her and be allowed to present his/her version of the facts; and
 3. If the principal finds the student guilty of the misconduct, he/she may be suspended.
- C. 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) with 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.
- D. 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 possible.
- E. 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 upon the suspension of a student. The notification shall be by one of the following means, listed in order of priority:
 1. A primary call number
 2. The contact may be by voice, voice mail, or text message
 3. An email address
 4. A regular first-class letter to the last known mailing address
- F. 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.
- G. 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.
- H. 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.
- I. 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 nor shall the student participate in any school-sponsored activities.

- J. Students recommended for in-school suspension may be assigned to SUCCESS Achievement Academy for no more than 10 days.
- K. Students assigned to in-school suspension, out-of-school suspension or to SUCCESS Achievement Academy for either short- or long-term assignments will not be eligible to attend any school functions.
- L. Suspensions are initiated at the building level by the principal or his/her designee and may be appealed to the Superintendent, but not to the Board of Education. The following list is the order of appeal of a suspension:
 - 1. Assistant Principal
 - 2. Principal
 - 3. Assistant Superintendent
 - 4. Superintendent (final appeal)
- M. In the rare event that a suspension is initiated by the superintendent, it may be appealed to the Board.

Legal References: A.C.A. § 6-18-507, *Goss v Lopez*, 419 U.S. 565 (1975), *DESE Rules Governing Student Discipline and School Safety*
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 12, 2012; MAY 10, 2016; JUNE 13, 2016; JUNE 12, 2017; JUNE 25, 2019; JULY 14, 2020; JULY 9, 2024

EXPULSION – Policy 4.31

- A. 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, or
 - 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:

 - Poses a risk to himself or to others;
 - Causes a serious disruption that cannot be addressed through other means; or
 - Is the act of bringing a firearm on school campus.
- B. The superintendent or his/her designee shall give written notice to the parents or 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.
- C. The hearing shall be conducted not later than ten (10) school days following the date of the notice, except that representatives of the board and student may agree in writing to a date not conforming to this limitation.
- D. The President of the Board, Hearing Officer, or other designated board member shall preside at the hearing. The student may choose to 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.
- E. During the hearing, the superintendent will present evidence, including the calling of witnesses that gave rise to the recommendation of expulsion. The student, or his/her representative, may then present evidence including statements from persons with personal knowledge of the events or circumstances relevant to the charges against the student. Formal cross-examination will not be permitted; however, any member of the board, the superintendent, or designee, the student, or his/her representative may question anyone making a statement and/or the student. The presiding officer shall decide questions concerning the appropriateness or relevance of any questions asked during the hearing.
- F. The superintendent shall recommend the expulsion of any student for a period of one (1) year for possession of any firearm or other weapon prohibited on school campus by law. The superintendent shall, however, have the discretion to modify the expulsion recommendation for a student on a case-by-case basis. Parents or legal guardians, 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 or 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.

- G. 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.
- H. 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.

Legal Reference: A.C.A. § 6-18-507; A.C.A. § 6-15-1406; A.C.A. § 6-18-502, DESE Rules Governing Student Discipline and School Safety
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 10, 2008; JUNE 12, 2017; JUNE 25, 2019; JULY 14, 2020; JUNE 13, 2023

COMPLAINTS AND GRIEVANCES – Policy 6.7

- A. Individuals with complaints concerning personnel, curriculum, discipline, (including specific discipline policies), coaching, or the day to day management of the schools need to address those complaints according to the following sequence:
 - 1. Teacher, coach, or other staff member against whom the complaint is directed.
 - 2. Principal
 - 3. Assistant Superintendent
 - 4. Superintendent
- B. Other than in the few instances where statutorily allowed or required, student discipline and personnel matters may not be discussed in board meetings. Individuals with complaints regarding such matters need to follow the sequence outlined above.
- C. Unless authorized by the board as a whole for a specific purpose, no individual board member has any authority when acting alone. District constituents are reminded that the Board serves as jury in matters regarding student suspensions initiated by the Superintendent, expulsions, and personnel discipline.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED MAY 13, 2019

INTERNET SAFETY AND ELECTRONIC DEVICE USE - POLICY 4.29

The Jonesboro School District makes electronic devices and/or Internet access available to students, to permit students to perform research and to allow students to learn how to use electronic device technology. Use of district devices are for educational and/or instructional purposes only. It is the policy of this school district to use an Internet filtering software designed to prevent users from accessing material that is harmful to minors.

For the purpose of this policy “harmful to minors” is defined as any picture, image, graphic image file, or other visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; depicts, describes, or represents, in a patently offensive way with respect to what is suitable for minors, an actual or simulated sexual act or sexual contact, actual simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and taken as a whole, lacks serious literary, artistic, political, or scientific value to minors.

No student will be granted Internet access until and unless Internet and Electronic Device Use Agreement is signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file. The current version of the Internet and Electronic Device Use Agreement is incorporated by reference into board policy and is considered part of the student handbook.

Student use of technology resources shall only be as directed or assigned by staff or teachers; students are advised they enjoy no expectation of privacy in any aspect of their electronic device use, including email, and that monitoring of student technology use is continuous. Students must not disable or bypass security procedures, compromise, attempt to compromise, or defeat the district's technology network security or Internet filtering software, alter data without authorization, or disclose passwords to other students. Students who misuse district-owned technology or Internet access in any way, including using

technology to violate any other policy or contrary to the computer use agreement, or using the computers to access or create sexually explicit or pornographic text or graphics, will face disciplinary action, as specified in the student handbook and/or computer use agreement.

In an effort to help protect student welfare when they navigate the Internet, the district will work to educate students about appropriate online behavior, including interacting with other individuals on social networking websites and in chat rooms and cyberbullying awareness and response.

Students found guilty of plagiarizing another student's computer assignment, or plagiarizing by downloading from the internet, are subject to academic penalties, up to and including loss of course credit; and loss of computer use privileges.

Legal References: 20 USC 6801 et seq. (Children's Internet Protection Act; PL 106-554), A.C.A. § FCC Final rules 11-125 August 11, 2011, 20 USC 6777, 47 USC 254(h), 47 CFR 520 (C) (4), 6-21-107, A.C.A. § 6-21-111, FCC Final rules 11-125 august 11, 2011,

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 11, 2009; JUNE 14, 2011; JUNE 12, 2012; APRIL 28, 2014

STUDENT ELECTRONIC DEVICE AND INTERNET USE AGREEMENT – Policy 4.29F

The Jonesboro School District agrees to allow the 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:

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.
Minimum Consequence: Conference/Warning/Parent Notification;
Maximum Consequence: Suspension/Restitution/Expulsion
4. **"Misuse of the district's access to the Internet" includes, but is not limited to, the following:**
 - a. using the Internet for other than educational purposes unless authorized by the instructor;
 - b. gaining intentional access or maintaining access to materials which are "harmful to minors" as defined by Arkansas law;
 - c. using the Internet for any illegal activity, including computer hacking and copyright or intellectual property law violations;
 - d. making unauthorized copies of computer software;
 - e. accessing sites/programs unless authorized by the instructor for a class activity directly supervised by a staff member;
 - f. using abusive or profane language in private messages on the system; or using the system to harass, insult, or verbally attack others;
 - g. posting anonymous messages on the system;
 - h. using proxy sites or other methods of bypassing district security or filtering components;
 - i. wasteful use of limited resources provided by the school including paper;
 - j. causing congestion of the network through lengthy downloads of files;
 - k. vandalizing data of another user;
 - l. obtaining or sending information which could be used to make destructive devices such as guns, weapons, bombs, explosives, or fireworks;
 - m. gaining or attempting to gain unauthorized access to resources or files;
 - n. identifying oneself with another person's name or password or using an account or password of another user without proper authorization;
 - o. invading the privacy of individuals;

- p. 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. Personally identifying information includes full names, address, and phone number;
 - q. using the network for financial or commercial gain without district permission;
 - r. theft or vandalism of data, equipment, or intellectual property;
 - s. attempting to gain access or gaining access to student records, grades, or files;
 - t. introducing a virus to, or otherwise improperly tampering with the system;
 - u. degrading or disrupting equipment or system performance;
 - v. creating a web page or associating a web page with the school or school district without proper authorization;
 - w. providing access to the district’s Internet Access to unauthorized individuals;
 - x. failing to obey school or classroom Internet use rules; or
 - y. 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.
 - z. installing or downloading software on district computers with-out prior approval of 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 the agreement 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 matter 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.

Note: The Neighborhood Children’s Internet Protection Act (PL 106-554, 47 USC 254 (h) (l)) requires districts to hold at least one public hearing on its proposed Internet safety policy. The regulations do not require this to be a special meeting and it is allowable for it to be part of a regular school board meeting.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 11, 2009; JUNE 14, 2011; JUNE 12, 2012; APRIL 28, 2014; JUNE 25, 2019

PARENT AND GUARDIAN NOTICE OF USAGE OF GOOGLE WORKSPACE FOR EDUCATION

This notice describes the personal information we provide to Google for these accounts and how Google collects, uses, and discloses personal information from students in connection with these accounts.

Using their G Suite for Education accounts, students may access and use the following “Core Services” offered by Google (described at https://gsuite.google.com/terms/user_features.html):

Gmail	Drive	Maps
Google+	Groups	Takeout
Calendar	Google Chat, Google Meet	Search and Assistant
Chrome Sync	Jamboard	Eart
Classroom	Keep	Books
Cloud Search	Sites	Bookmarks
Contacts	Vault	Chrome Web Store
Docs, Sheets, Slides, Forms	YouTube	

Google services and applications used by students and staff are not limited to the applications listed above. Additional services may be enabled as the Jonesboro School District needs to offer more educational opportunities for its students.

Google provides information about the information it collects, as well as how it uses and discloses the information it collects from G Suite for Education accounts in its G Suite for Education Privacy Notice. You can read that notice online at https://gsuite.google.com/terms/education_privacy.html

BICYCLE POLICY

Jonesboro Public School District prohibits bicycles, scooters, and skateboards on all elementary campuses from 7:00 am to 4:00 pm. These forms of transportation shall not be used to ride to and from school.

HISTORY BOE: ADOPTED MARCH 11, 2008

STUDENTS' VEHICLES – Policy 4.33

- A. Students will not be allowed to drive vehicles to school except at the high school level. 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.
- B. Students are not permitted to loiter in parking areas and are not to return to their vehicles for any reason unless given permission to do so by school personnel.
- C. 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.

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED JUNE 10, 2008; JUNE 12, 2012

SECTION 6: STUDENT HEALTH AND RELATED SERVICES

SCHOOL WELLNESS – POLICY 5.29

The health and physical well-being of our students directly affects their ability to learn. Childhood obesity increases the incidence of adult diseases occurring in children and adolescents such as heart disease, high blood pressure and diabetes. The increased risk carries forward into their adulthood. Research indicates that a healthy and regular physical activity can help prevent obesity and the diseases resulting from it. It is understood that the eating habits and exercise patterns of students cannot be magically changed overnight, but at the same time, the board of directors believes it is necessary to strive to create a culture in our schools that consistently promotes good nutrition and physical activity.

The district is committed to the optimal development of every student. The district believes that for students to have an opportunity to achieve personal, academic, developmental, and social success, we need to create positive, safe, and health-promoting learning environments at every level, in every setting, throughout the school year. This policy outlines the district's approach to ensuring environments and opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. Specifically, this policy establishes goals and procedures to ensure that:

- Students in the district have access to healthy foods throughout the school day – both through reimbursable school meals and other foods available through the school campus – in accordance with Federal and State Nutrition Standards;
- Students will have time to eat their meals in an environment that is safe, clean, and pleasant;
- Students receive quality grade appropriate nutrition education that helps them develop lifelong healthy eating behaviors;
- Students have opportunities to be physically active before, during, and after school;
- Students engage in nutrition and physical activity promotion and other activities that promote student wellness;
- School staff are encouraged and supported to practice healthy nutrition and physical activity behaviors in and out of school;
- The community is engaged in supporting the work of the district in creating continuity between school and other settings for students and staff to practice lifelong healthy habits;
- The district establishes and maintains an infrastructure for management, oversight, implementation, communication about and monitoring of the policy and its established goals and objectives;
- The district will coordinate the wellness policy with other aspects of school management, including the District's School Improve Plan, when appropriate; and
- The district will include any relevant data or statistics from state or local sources supporting the need for establishing and achieving the goals in this policy.

Legal References: *Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758 (b), Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq., A.C.A. §§ 20-7-133, 134, and 135, ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols, in Arkansas Public Schools, Allowable Competitive, Foods/Beverages - Maximum Portion Size List for Middle, Junior High, and High School, Nutrition Standards for Arkansas Public Schools (Commissioner's Memo FIN-06-106), A.C.A. § 6-20-709, 7 C.F.R. § 210.18, 7 C.F.R. § 210.31, Commissioner's Memo CNU-17-010, Commissioner's Memo CNU 17-013, Commissioner's memo 17-016.*

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED: JUNE 12, 2012; MAY 10, 2016; JUNE 12, 2017; JUNE 25, 2019; JULY 14, 2020; JUNE 13, 2023

For the complete policy regarding School Wellness, Policy 5.29, refer to the JPS District Policy on the JPS website.

IMMUNIZATIONS – POLICY 4.57

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.

Legal References: *A.C.A. § 6-18-702; ADE Rules Governing Immunization requirements in Arkansas Public Schools; ADH Rules and Regulations Pertaining to Immunization Requirements*

HISTORY BOE: ADOPTED MAY 11, 2015 REVISED JUNE 9, 2015; JUNE 25, 2019; JULY 14, 2020; JUNE 8, 2021

Refer to District Policy 4.57 for complete policy regarding STUDENT IMMUNIZATIONS including requirements, admittance to school, and exclusion from school.

STUDENT HEALTH SERVICES – POLICY 5.18

The district shall provide a health service program under the direction of a licensed nurse. The program shall include screening, referral, and follow-up procedures for all students. Facilities, equipment and materials necessary for the operation of the program shall be provided at each school. Current health appraisal records for all students will be maintained in accordance with guidelines provided by the Division of Elementary and Secondary of Education.

Legal References: Standards for Accreditation of Arkansas Public Schools, (XI)

SCHOOL BASED MENTAL HEALTH SERVICES

School-based mental health services are provided in the Jonesboro School District. A licensed therapist and case manager are on-site at each campus. For information about these services, contact your child's school.

HISTORY BOE: ADOPTED MARCH 11, 2008

FOOD SERVICES: SCHOOL MEAL MODIFICATIONS - Policy 4.50

The district only provides modified meal components on menus to accommodate students with a disability. A parent 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.

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

Legal References: Commissioner's Memo FIN-09-044; Commissioner's Memo FIN-15-122; 7CFR 210.10(g)

HISTORY BOE: ADOPTED JUNE 11, 2009

For the complete policy regarding Food Services: School Meal Modifications, Policy 4.50, refer to the JPS District Policy on the JPS website.

FOOD SERVICE PREPAYMENT – Policy 4.51

The district participates in CEP and provides meals to all students at no charge. The district does not provide credit for students to charge for a la carte or other food and beverage items available for purchase in the school food service area. 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 a la carte or other food and beverage items through any of the following methods:

- Submitting cash or check payment to student's school cafeteria;
- Depositing funds through the district's online service; www.myschoolbucks.com

Legal References: Commissioner's Memo CNU-17-003; Commissioner's Memo CNU-17-024.

HISTORY BOE: ADOPTED JUNE 12, 2017 REVISED: JUNE 11, 2019

COMMUNICABLE DISEASES AND PARASITES – Policy 4.34

- A. 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. 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.
- B. The parents or legal guardians of students found to have live human host parasites that are transmittable in a school environment will be asked to pick up their child at school. 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.

- C. 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.

Legal Reference: A.C.A. §6-18-702; Arkansas State Board of Health Rules Pertaining To Immunization Requirements; Division of Elementary and Secondary Education Rules Governing Kindergarten through 12th Grade Immunization Requirements
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED MAY 13, 2013; MAY 10, 2016

For the complete policy regarding Communicable Diseases and Parasites Policy 4.34, refer to the JPS District Policy on the JPS website.

STUDENT MEDICATIONS– Policy 4.35

- A. 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.
- B. 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 and the type 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 and type 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 health care 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 with an individualized health plan (IHP) may be given OTC medications to the extent that 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.

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

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

- C. Students who have written permission from their parent or guardian and a licensed health care practitioner on file with the district may self-administer either a rescue inhaler or auto-injectable epinephrine; perform his/her own blood glucose checks; administer insulin through the insulin delivery system the student uses; treat the student’s own hypoglycemia and

hyperglycemia; or possess on his/her person a rescue inhaler or auto-injectable epinephrine; or the necessary supplies and equipment to perform his/her 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
2. A written order from the student's treating physician stating that the student:
 - a. Is capable of completing the proper method of self-administration of the stress dose medication; and
 - b. 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 his/her medications to any other person. The fact that a student with a completed consent form on file is allowed to carry a rescue inhaler, auto-injectable epinephrine, diabetes medication, 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 carry a rescue inhaler, auto-injectable 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 any 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.

- D. 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: an IHP that provides for the administration of glucagon, insulin, or both in emergency situations; and a current, valid consent form on file from their parent or guardian.

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

E. Emergency Administration of Epinephrine

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

The parent of a student who has an authorizing IHP, or the student is 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 school employee(s) certified to administer auto-injector epinephrine to administer auto-injector epinephrine to the student when the employee believes the student is having a life-threatening anaphylactic reaction.

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

The school nurse for each District shall keep epinephrine auto-injectors on hand that are suitable for the students the school serves. The school nurse or other trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician may administer auto-injector epinephrine to those students who the school nurse, or other

trained school employee certified to administer auto-injector epinephrine, in good faith professionally believes is having a life-threatening anaphylactic reaction.

- F. The school nurse or other trained 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 authorizing IHP, or the student if over the age of eighteen (18), shall annually complete and sign a written consent form provided by the student's school nurse authorizing the nurse or other school trained 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 on hand albuterol provided by the parent/guardian. The school nurse or other trained school employee designated by the school nurse as a care provider who has been certified by a licensed physician assistant may administer albuterol to those students who the school nurse, or other trained school employee certified to administer albuterol, in good faith professionally believes is in perceived respiratory distress.

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

Students who have been diagnosed with a seizure disorder shall have a seizure action plan that shall be written IHP designed to acknowledge and prepare for the healthcare needs of the student. The 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).

Legal Reference: Ark. State Board of Nursing: School Nurse Roles and Responsibilities; Division of Elementary and Secondary Education and Arkansas state Board of Nursing rules Governing the Administration of Insulin, Glucagon, and Medication for Adrenal Insufficiency or Adrenal Crisis to Arkansas Public School Students; A.C.A. §6-18-701; A.C.A. §6-18-707; A.C.A. §6-1005(a)(6); A.C.A. §17-87-103 (11); A.C.A. § 6-18-711; A.C.A. §6-18-714
HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED MAY 13, 2013; JULY 9, 2013; MAY 11, 2015; JUNE 13, 2016; MAY 8, 2018; MAY 13, 2019; JUNE 25, 2019; JUNE 8, 2021; JUNE 13, 2023; FEBRUARY 13, 2024

STUDENT ILLNESS/ACCIDENT – Policy 4.36

- A. If a student becomes too ill to remain in class and/or could be contagious to other students, the principal or designee will attempt to notify the student's parent or legal guardian. The student will remain in the school's health room or a place where he/she can be supervised until the end of the school day or until the parent/legal guardian can check the student out of school.
- B. If a student becomes seriously ill or is injured while at school and the parent/legal guardian cannot be contacted, the failure to make such contact shall not unreasonably delay the school's expeditious transport of the student to an appropriate medical care facility. The school assumes no responsibility for treatment of the student. When available, current, and applicable, the student's emergency contact numbers and medical information will be utilized. Parents are strongly encouraged to keep this information up to date.

PHYSICAL EXAMINATIONS OR SCREENINGS – Policy 4.41

- A. The Jonesboro School District may provide from time to time for the administration of physical exams or screenings of its students. The intent of the exams or screenings shall be to detect contagious or infectious diseases or defects in hearing, vision, or other elements of health that would adversely affect the student’s ability to achieve their full potential.
- B. The district shall notify parents, at least annually, of the specific or approximate dates of any non-emergency, invasive physical examination or screening that is:
 - 1. required as a condition of attendance;
 - 2. administered by the school and scheduled by the school in advance;
 - 3. not necessary to protect the immediate health and safety of the student, or of other students.
- C. For the purposes of this policy, “Invasive Physical Examination” is defined as any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion, or injection into the body, but does not include a hearing, vision, or scoliosis screening.
- D. 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.
- E. A student may be required to pass a physical exam before being allowed to participate in certain extracurricular activities to help ensure they are physically capable of withstanding the rigors of the activity. It is understood that students who refuse to take such an exam will not be allowed to participate in the desired activity.
- F. The rights provided to parents under this policy transfer to the student when he/she turns eighteen (18 years) old.

Legal Reference: A.C.A. § 6-18-701 (b), (c), (f), 20 USC § 1232h (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(D), (2)(A)(i)(ii)(B)(C)(iii)(I)(II)(III), (4)(B)(ii), (5)(B), (6)(B)(C)]

HISTORY BOE: ADOPTED MARCH 11, 2008

BODY MASS INDEX

- A. Beginning with kindergarten and then in even number grades, schools must include as part of a student health report to parents a body mass index percentile by age for each student.
- B. Any parent may refuse to have their child’s body mass index percentile for age assessed and reported, by providing a written refusal to the school.
- C. Students in grades 11 – 12 are exempt from any policy or requirement of a public school or the state for measuring or reporting body mass index.

Legal Reference: Act 201 of 2007

History BOE: Adopted March 11, 2008

EMERGENCY DRILLS– Policy 4.37

- A. 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. Earthquake safety drills shall be conducted in accordance with the District’s safety plan. Students who ride school buses, shall also participate in emergency evacuation drills at least twice each school year.
- B. The District shall annually conduct a lockdown drill at all schools in the District in collaboration with local law enforcement and emergency management personnel. The lockdown drill training will include use of the District’s emergency communication method with law enforcement. Students will be included in the drills to the extent that is

appropriate to the age of the student and grade configuration of the school and the drills may be conducted during the instructional day or during non-instructional time periods.

- C. Other types of emergency drills may also be conducted to test the implementation of the district’s emergency plans in the event of an earthquake, violence, terrorist attack, that might include the use of biological or chemical agents, natural disaster, other emergency, or the District’s emergency communication method with law enforcement. Students shall be included in the drills to the extent possible.

Legal Reference: A.C.A. § 12-13-109, A.C.A. § 6-10-110, A.C.A. §6-10-121, A.C.A. §6-15-1302, A.C.A. §6-15-1303, A.C.A. §6-15-1304, Ark. Division of Academic Facilities and Transportation Rules Governing Maintenance and Operations of Ark. Public School Buses and Physical Examinations of School Bus Drivers 4.03.1

HISTORY BOE: ADOPTED MARCH 11, 2008 REVISED: MAY 13, 2013; JULY 9, 2013, MAY 12, 2014; JUNE 9, 2015; JULY 14, 2020; JUNE 8, 2021

For the complete policy regarding Emergency Drills Policy 4.37, refer to the JPS District Policies on the JPS website.

JPS K-12 Handbook Referenced to JPS Policies

Portions of the JPS K-12 Handbook are directly referenced to the JPS Policy Manual, adopted by the JPS School Board. Individuals may access the Policy Manual via the JPS website for a complete description of those policies.

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EQUAL EDUCATIONAL OPPORTUNITY - Policy 4.11

No student in the Jonesboro 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 any protected classification under the law. The district has a limited open forum granting equal access to the Boy Scouts of America and other youth groups.

Inquiries on non-discrimination may be directed to the Assistant Superintendent, who may be reached at 2506 Southwest Square, Jonesboro, AR 72401. Phone: (870) 933-5800. e-Mail: william.cheatham@jonesboroschools.net.

Any person may report sex discrimination, including sex-based 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 sex-based harassment. For further information on notice of non-discrimination or to file a complaint, call 1.800.421.3481 or visit <https://www2.ed.gov/about/offices/list/ocr/complaintintro.html>

History BOE: Adopted 2008 REVISED: May 11, 2015, May 10, 2016, June 12, 2017, May 8, 2018, July 14, 2020, April 12, 2022; October 10, 2023; July 9, 2024

STUDENT HANDBOOK - Policy 4.42

It shall be the policy of the Jonesboro 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.

History BOE: Adopted March 11, 2008 REVISED: May 13, 2013; July 9, 2024

For the complete policy regarding Student Handbook Policy 4.42, refer to the JPS District policy on the JPS website.