

Pocahontas Jr. High School



Student Policy Handbook
2021-2022

POCAHONTAS JR. HIGH SCHOOL VISION

To become the premiere school in the state, while developing well-rounded leaders.

POCAHONTAS JR. HIGH SCHOOL MISSION STATEMENT

Using academics, activities, and accountability as tools, we will prepare today's students for tomorrow.

ADMINISTRATION & STAFF CORE BELIEFS

1. All students can learn (each may have an individual pace) and will be promoted on merit alone.
2. The student is more important than the score and has their own, individual talents.
3. Fundamentals and accountability are the foundation of success.
4. Reading, writing, and communication skills are the basic tools in which knowledge is acquired.
5. A cooperative partnership must exist between the home, community, and school.

FAMILY AND COMMUNITY ENGAGEMENT

The Pocahontas School District Family and Community Engagement Plan is a comprehensive plan that will help develop a meaningful partnership that meets the needs of the families, school communities involved, and incorporates ideas that benefit the involvement of the parents. The Family and Community Engagement Plan can be found on our district website by clicking on "State Required Information."

CLASS BELL SCHEDULE

1st Period	8:00-8:50
2nd Period	8:56-9:46
3rd Period	9:53-10:43
4th Period A	10:50-11:45
1st Lunch A	10:50-11:27
4th Period B	11:34-12:29
2nd Lunch B	11:52-12:29
5th Period	12:35-1:25
6th Period	1:31-2:24
7th Period	2:30-3:22

ALMA MATER

*We'll always be loyal and true
All through our school days
And when we are through;
Pocahontas High
Three Cheers for you.
We pledge our hearts,
And ourselves to you.*

Members of the School Board

- Mr. Jim Toney - President
- Mrs. Karen Baltz - Vice President
- Mrs. Judy McClain - Secretary
- Mr. Gary Cole
- Dr. Mike Davis

ADMINISTRATION

- Superintendent.....Lesa Grooms
- District School Psychology Specialist.....Lillie Sutton
- District Transportation Director.....Tracy Ingram
- District Maintenance Supervisor.....Kendall Davis
- District Technology Specialists.....Terrence Haley, Adam Hand, Justin Hand
- District Counselor/Test Coordinator.....Bridget Phelps
- District Migrant/English Language Learners Coordinator.....Kathleen Fleming
- District Secondary ESOL Building Coordinator/ELD Instructor.....Tonya Hutsell
- District Resource Officers.....Darrel Kester, Jeremiah Winslow, Catherine Young
- Junior High Principal.....Eric Housh
- Junior High Assistant Principal.....Harlan Davis

JR HIGH SCHOOL FACULTY AND STAFF

- English.....Jessica Lange, Andrea Murray, Kim Nead, Amy Whitener
- Math.....Joy Baltz, Emily Freer, Carol Massey, Kaitlyn Inman
- Science.....Dawn Shults, James Stone, Amanda Washburn
- Social Studies.....Dustin Eddington, Josh Herring, Brandi Varner
- Physical Education.....Ali Brooks, Garrett Counts, Cannon Davis
- Health.....Deryk Hibbard
- Business EducationTamara Broyles
- Family and Consumer ScienceHolly Bradley
- Fine Arts Visual.....Michelle Shelton
- Fine Arts Musical.....Stan Hall, Sherrill Moffett, Whitney Phillips, Amanda Sutfin
- Special Education.....Martha Holt, Anthony Hausman, Karen Marlow
- Indirect Services CoordinatorCourtney Throesch
- Media Specialist/Librarian.....Emily Hausman
- CounselorTaftnee Cox
- NurseSandra Bryant
- SecretariesSarah Gott, Angie Meigs
- Child Nutrition.....Cindy Dean, Jennifer Smith, Amanda Spencer, Shondall Winchell
- Paraprofessionals.....Amanda DeJournett, Molly Dillion, Stacy Deshaw, Mary Lederer, Angie VanDon

2021-2022 PJHS STUDENT HANDBOOK COMMITTEE

Mack Skelton.....	PJHS Principal
Molly Dillion.....	PJHS Classified Staff
Sarah Gott.....	PJHS Classified Staff
Angie Meigs.....	PJHS Classified Staff
Angelena VanDon.....	PJHS Classified Staff
Marie Cavanaugh.....	PJHS Certified Staff
Dustin Eddington.....	PJHS Certified Staff
Amanda Sutfin.....	PJHS Certified Staff
Jessica Lange.....	PJHS Certified Staff
Michelle Shelton.....	PJHS Certified Staff
Courtney Throesch.....	PJHS Certified Staff
Jamie Ward.....	PJHS Certified Staff
Jay Wilkins.....	PJHS Certified Staff
Abbigaile Alphin.....	PJHS 9th Grade Student
Cooper Sorg.....	PJHS 9th Grade Student
Blair Baxley.....	PJHS 8th Grade Student
Carli Chester.....	PJHS 8th Grade Student
Blakely Williams.....	PJHS 8th Grade Student
Charles Baty.....	PHS Certified Staff
Melba Henderson.....	PHS Certified Staff
Melanie Inman.....	PHS Certified Staff
Kara Sullinger.....	PHS Certified Staff
Rebecca Crotts.....	PSD Certified Staff
Kathleen Fleming.....	PSD Certified Staff

STUDENT HANDBOOK COMMITTEE PROCESS

A formal announcement was sent out to Community Stakeholders on February 1, 2021 via parent letter and all District social media. Potential revisions were sent out to PJHS students and interested Community Stakeholders on the same day, with a deadline to respond by March 5, 2021. The potential revisions with student and parent comments were then sent out to all PJHS Building Faculty and Staff on March 10, 2021, with a deadline to review by April 2, 2021. All suggestions by all stakeholders were taken into consideration and final decisions were made by the building and district administration. The PJHS Student Handbook was finalized on May 7, 2020.

FOREWORD

Pocahontas Junior High School is a community in which all students are citizens. To live together in the school community so that everyone may receive the greatest benefit from his/her school citizenship, it is necessary that each person abide by the regulations set up by the school administration. When a student accepts the privileges of citizenship, the student also accepts the responsibility of abiding by these rules.

One of the primary aims of the school is to train young people in citizenship. Pocahontas Junior High School operates with as few regulations as possible. It is a well-known fact that an attitude of cooperation brings about few restrictions, and that a lack of cooperation creates a need for more regulations. Teamwork is necessary if students are to make the most of their junior high school days.

This handbook of information has been prepared for students, teachers, and parents in order that all may know the spirit, ideals, and objectives of PJHS. It is hoped that this book may be utilized and carefully kept by every student as a source of accurate and ready information. **Failure to read and know the contents herein is no excuse for violation of any of the regulations.**

It is the policy of Pocahontas School District not to discriminate on the basis of sex, race, color, national origin, creed, age or disability in its educational programs, activities or employment practices as required by Title IX of the 1972 Educational Amendments, Title VI of the Civil Rights Act of 1964 as amended, Executive Order 11246 as amended, and Section 504 of the Rehabilitation Act of 1973. **If any student's Individual Education Program (IEP), 504, or LPAC Plan conflicts with the following policies, the requirements of the student's IEP, 504, or LPAC Plan take precedence.**

Inquiries regarding compliance with equal opportunity laws and regulations may be directed to the Superintendent of Schools at the District Office in Pocahontas.

2021-2022 SCHOOL CALENDAR

August 18.....	First Day of School for Students
September 6.....	Labor Day Holiday (No School)
October 14.....	End of 1st 9 Weeks
October 19.....	PJHS Parent/Teacher Conferences
October 22.....	Fall Break (No School)
November 22-26.....	Thanksgiving Holiday (No School)
December 17.....	End of 2nd Nine Weeks/1st Semester
December 20-31.....	Christmas/New Year Holidays (No School)
January 17.....	Martin Luther King Day (No School)
February 21.....	Presidents' Day (No School)
March 11.....	End of 3rd Nine Weeks
March 21-25.....	Spring Break (No School)
April 15.....	Good Friday (No School)
April 19.....	SEGP Meetings
April 21.....	SEGP Meetings
May 27.....	Last Day of School (If No Weather Days are Used)
May 30.....	Memorial Day (No School If In Session)
May 31, June 1-3, 6.....	Weather Days 1-5

CURRICULAR INFORMATION AND YOUR EDUCATIONAL PROGRAM

STATE MINIMUM GRADUATION REQUIREMENTS

According to the Statutes of the State of Arkansas, students earning a minimum of 22 credits according to the specified criteria below will be eligible for a diploma from Pocahontas High School. Students that do not meet diploma requirements within a specific time period will be given a Certificate of Attendance and may participate in the Fifth Year Senior Program. Students will be awarded their diploma upon completion of the Regular Diploma requirements.

SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS

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, both a Smart Core Informed Consent Form and a Smart Core Waiver Form will be sent home with students prior to their enrolling in seventh (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 form in the student's permanent record. Parents must sign one of the forms and return it to the school so it can be placed in the 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 requirements of their IEP (when applicable) to be eligible for graduation. Counseling by trained personnel shall be available to students and their parents or legal guardians prior to the time they are required to sign the consent forms.

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

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

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

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;
3. Discussions held by the school's counselors with students and their parents; and/or
4. Distribution of a newsletter(s) to parents or guardians of the district's students.

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 for all students who meet the definition of "eligible child" in Board Policy 4.2—ENTRANCE REQUIREMENTS.

GRADUATION REQUIREMENTS

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

Beginning in the 2018-2019 school year, all students must pass the test approved by ADE that is similar to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services in order to graduate.

SMART CORE: Sixteen (16) units

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

Oral Communications: 1/2 unit

Mathematics: four (4) units (all students under Smart Core must take a mathematics course in grade 11 or 12 and complete Algebra II.)

1. Algebra I or Algebra A & B which may be taken in Grade 9;
2. Geometry or Investigating Geometry or Geometry A & B which may be taken in Grade 10;

*A two-year algebra equivalent or a two-year geometry equivalent may each be counted as two units of the four-unit requirement for the purpose of meeting the **graduation** requirement, but only serve as one unit each toward fulfilling the **Smart Core** requirement.

3. Algebra II; and
4. The fourth unit may be either:
 - a. A math unit beyond Algebra II: this can include Pre-Calculus, Calculus, Transition Math Ready, and Algebra III,
 - b. Or any of several IB or Advanced Placement math courses (Comparable concurrent credit college courses may be substituted where applicable); or
 - c. A computer science flex credit may be taken in the place of a fourth math credit.

Natural Science: a total of three (3) units with lab experience chosen from
One unit of Biology; and either:

1. Two units chosen from the following three categories (there are acceptable options listed by the ADE for each):
2. Physical Science;
3. Chemistry; or
4. One unit from the three categories above and a computer science flex credit may be taken in the place of a third science credit.

Social Studies: three (3) units

1. Civics - 1/2 unit
2. World History - 1 unit
3. American History - 1 unit

Physical Education: 1/2 unit

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

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

Economics – one half (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.

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

CORE: Sixteen (16) units

English: 4 units - 9th, 10th, 11th, and 12th Grade English or Transitional English 12

Mathematics: 4 units (or 3 units of math and 1 unit of Computer Science**)

1. Algebra I (or Algebra I-Part A & Algebra I-Part B - each may be counted as one unit of the 4-unit requirement)
2. Geometry (or Geometry-Part A & Geometry-Part B - each may be counted as one unit of the 4-unit requirement) (All math units must build on the base of algebra and geometry knowledge and skills.)
3. Quantitative Literacy

Science: 3 units (or 2 units with lab experience and 1 unit of Computer Science**)

1. Biology* - 1 unit (All students must have 1 unit in Biology – Integrated, ADE Approved Biology - Integrated, ADE Approved Biology – Integrated Honors, AP Biology, IB Biology, or Concurrent Credit Biology - Integrated.)
2. Physical Science*, Chemistry* – at least 1 unit of an other ADE approved science* or ADE approved Computer Science**

Social Studies – 3 units

1. Civics* - 1/2 unit
2. World History* - 1 unit
3. American History* - 1 unit
4. other social studies* – 1/2 unit

Oral Communications – 1/2 unit

Physical Education – 1/2 unit

Health and Safety – 1/2 unit

Economics and Personal Finance – 1/2 unit (may be counted toward Social Studies or Career Focus)

Fine Arts – 1/2 unit

Career Focus – 6 units

Personal Finance* – Beginning with the freshmen class of 2017-18, A.C.A. § 6-16-135 requires students to complete a course that includes specific personal finance standards in either grades 10, 11, or 12.

*Category course options as listed under each applicable subject area in the ADE Course Code Management System

**Computer Science – (optional) A flex unit of an approved Computer Science (any course starting with 465 or 565) may replace the 4th math requirement or the 3rd science requirement. Two distinct units of the approved computer science courses may replace the 4th math requirement and the 3rd science requirement. Once the 4th math requirement and the 3rd science requirements have been met, any additional computer science credits will be recognized as career focus credits.

***Each high school student shall be required to take at least one digital learning course for credit to graduate.

****Each high school student must complete CPR training.

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.

ACADEMIC PLANNING AND ADVISING

All 8th graders are required to take Career Development. In this class a Student Success Plan is completed. If a student decides to drop a class, or add a class in the middle of the year, he/she should discuss that change with a counselor. Student Success Plans are required to be completed by the end of a student's 8th Grade year and will be revised annually.

Career choice information, as well as information on colleges, vocational-technical institutes, technical colleges, proprietary schools, and options with the military, is available to any student in the Guidance Office. Additional sources of information are available on the Internet and through the media center. Check the current year's class schedule to see which classes are scheduled.

RECOMMENDATION CRITERIA FOR ENROLLMENT IN PRE-AP COURSES

Pocahontas Jr. High School allows any student willing to take Pre-AP courses the opportunity to do so with parental permission, teacher referral, and principal approval. The criteria that must be met for students to be recommended for Pre-AP courses is as follows:

1. An ACT Aspire Summative score of “Ready” or “Exceeding” from the previous year.
2. A previous course grade of “C” or better in regular or Pre-AP courses.

Students who fail to maintain a C-average or higher in Pre-AP courses may be removed from that course and placed in a regular classroom setting if there is a seat available. If no seats are available, the student will be required to finish the Pre-AP course and will be assigned the grade they earn.

COURSE DESCRIPTIONS FOR GRADUATION REQUIREMENTS

ENGLISH LANGUAGE ARTS

Four units of English Language Arts are required for graduation.

Pre-AP English 9 (410001)

The PAP English course is designed for highly motivated students. The course serves as a continuation of the advanced program developed in the 7th and 8th grade. A balance is maintained in reading, literature, composition, grammar mechanics, and usage, and the students are given the opportunity to begin their study of language and composition skills at an advanced level. The literature studies are designed to cultivate analytical higher level thinking skills. Students will practice critical thinking, compositional structure and in-depth literary analysis including classical and dramatic texts. Emphasis is also placed on the research, persuasive argument and formal debate in preparation for success in advanced placement classes and higher education.

Credits: 1

**Must have teacher approval.*

English 9 (410000)

This class focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics.

Credits: 1

English Language Development II 9 (596410)

This class is designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide *intermediate* English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

Credits: 1

**Must have ESOL Department approval.*

English Language Development I 9 (596400)

This class is designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide *emerging* English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study. The content focuses on developing proficiency in English through explicit language instruction and practice.

Credits: 1

**Must have ESOL Department approval.*

Resource English 9 (972101)

Resource English at all levels focuses on formal grammar and written composition. Various activities are utilized to enrich learning and encourage student participation through discussion and group work.

Credits: 1

Resource Reading 9 (972112)

Resource English at all levels focuses on literature. Various activities are utilized to enrich learning and encourage student participation through discussion and group work.

Credits: 1

Pre-AP Language Arts 8 (388111)

The PAP Language Arts 8 course is designed for highly motivated students. The course serves as a continuation of the advanced program developed in the 7th grade. A balance is maintained in reading, literature, composition, grammar mechanics, and usage, and the students are given the opportunity to begin their study of language and composition skills at an advanced level. The literature studies are designed to cultivate analytical higher level thinking skills. Students will practice critical thinking, compositional structure and in-depth literary analysis including classical and dramatic texts. Emphasis is also placed on the research, persuasive argument and formal debate in preparation for success in advanced placement classes and higher education.

Credits: Year - Optional

**Must have teacher approval.*

Language Arts 8 (388110)

This class focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics.

Credits: Year - Required

Pre-AP Language Arts 7 (377111)

The PAP Language Arts course is designed for highly motivated students. A balance is maintained in reading, literature, composition, grammar mechanics, and usage, and the students are given the opportunity to begin their study of language and composition skills at an advanced level. The literature studies are designed to cultivate analytical higher level thinking skills. Students will practice critical thinking, compositional structure and in-depth literary analysis including classical and dramatic texts. Emphasis is also placed on the research, persuasive argument and formal debate in preparation for success in advanced placement classes and higher education.

Credits: Year - Optional

**Must have teacher approval.*

Language Arts 7 (377110)

This class focuses on reading and analyzing literature and literary nonfiction, studying the English language, and writing about related topics.

Credits: Year - Required

English Language Development II 7-8 (971601)

This class is designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide

intermediate English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study.. The content focuses on developing proficiency in English through explicit language instruction and practice.

Credits: Year - Optional

**Must have ESOL Department approval.*

English Language Development I 7-8 (971600)

This class is designed specifically for English Learners using language supports and scaffolds giving language learners equal access to curriculum standards. The purpose of this course is to provide *emerging* English Language Learners with the functional English necessary to successfully engage in a rigorous high school course of study.. The content focuses on developing proficiency in English through explicit language instruction and practice.

Credits: Year - Optional

**Must have ESOL Department approval.*

MATHEMATICS

Four units of Mathematics are required for graduation. Note: to qualify for the Arkansas Challenge Scholarship, students must pass ALGEBRA I, II, GEOMETRY, AND ONE CLASS ABOVE ALGEBRA II.

Algebra I (430000)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more ambitious version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students also engage in methods for analyzing, solving, and using quadratic functions.

Credits: 1

**8th Grade Must Have GT Coordinator Approval.*

Algebra I A/B (ALG)

The fundamental purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. Because it is built on the middle grades standards, this is a more modified version of Algebra I than has generally been offered. The critical areas, called units, deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend. Students also engage in methods for analyzing, solving, and using quadratic functions.

Credits: 2

**Does not qualify the student for Smart Core.*

Resource Math 9 (972301)

Students will receive instruction in basic Math skills such as Consumer Math and work related Math.

Credits: 1

Math 8 (388310)

This course focuses on teaching the fundamentals of mathematics.

Credits: Year - Required

Math 7 (377310)

This course focuses on teaching the fundamentals of mathematics.

Credits: Year - Required

SCIENCE

Three units of Science are required for graduation.

Pre-AP Physical Science (423001)

The PAP Physical Science course is designed for highly motivated students. A balance is maintained in physics and chemistry and the students are given the opportunity to continue their study in the nature of science at an advanced level. These studies are designed to cultivate analytical higher level thinking skills. Students will practice critical thinking, use suitable mathematics, and collect and analyze data. Emphasis is also placed on the appropriate use of technology and safe use of laboratory equipment. Students should be engaged in hands-on laboratory experiences at least 20% of the instructional time.

Credits: 1

**Must have teacher approval.*

Physical Science (423000)

Physical Science should begin the study of higher-level physics and chemistry and continue educating the student in the nature of science. A student who masters these Student Learning Expectations should transition smoothly into other science courses. Students should be expected to use suitable mathematics and collect and analyze data. Instruction and assessment should include both appropriate technology and the safe use of laboratory equipment. Students should be engaged in hands-on laboratory experiences at least 20% of the instructional time.

Credits: 1

Science 8 (388210)

This class focuses on the fundamentals of science and science-related safety.

Credits: Year - Required

Science 7 (377210)

This class focuses on the fundamentals of science and science-related safety.

Credits: Year - Required

SOCIAL STUDIES

Three units of Social Studies are required for graduation.

Pre-AP World History - Digital Learning (471001)

PAP World History is a course designed for highly motivated and capable students whose intention is to study AP World History, AP Government, and/or AP American History. This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History references the eras and time periods from The National Center for History in the Schools.

Credits: 1

**Must have teacher approval.*

World History - Digital Learning (471000)

This course develops an understanding of the historical roots of current world issues, especially as they pertain to international/global relations. It requires an understanding of world cultures and civilizations, including an analysis of important ideas, social and cultural values, beliefs, and traditions. Knowledge of past achievements and failures of different peoples and nations provides citizens of the 21st century with a broader context within which to address the many issues facing our nation and the world. World History references the eras and time periods from The National Center for History in the Schools.

Credits: 1

Social Studies (388710)

This class focuses on the fundamentals of social studies, primarily in the area of American History.

Credits: Year - Required

Social Studies/Arkansas History 7 (SS7)

This class focuses on the fundamentals of social studies, primarily in the area of world geography and Arkansas History.

Credits: Year - Required

PHYSICAL EDUCATION & HEALTH

One half unit of Physical Education and one half unit of Health is required for graduation.

Personal Fitness for Life (485010)

Personal Fitness for Life is a one-semester course designed to enable students to obtain the knowledge and skills necessary to develop and maintain a health-enhancing level of fitness and to increase physical competence, self-esteem, and the motivation to pursue lifelong physical activity. Students will participate in activities that will increase physical fitness levels and develop health practices that value physical activity and its contribution to lifelong fitness. This course fulfills the PE requirement for graduation.

Credits: 0.5 (First or Second Semester)

Health & Wellness 9 (480000)

Health and Wellness is a one-semester course that should provide content and learning experiences in nutrition, disease prevention, human growth and development, healthy life skills, personal health and safety, community health and promotion, decision-making skills, interpersonal communication skills, and information regarding the use and abuse of medications, alcohol, tobacco, and other drugs. The course content should focus on personal health and wellness and the practice of health-enhancing behaviors to avoid or reduce health risks.

Credits: 0.5 (First or Second Semester)

Boys & Girls Athletics 9 (485040)

Boys & Girls Athletics 9 is designed for the extra-curricular activities of football and volleyball in the fall, and basketball in the winter. The spring semester includes the addition of Personal Fitness for Life, in which student athletes will receive physical education credit upon completion.

Credits: 0.5 (First or Second Semester)

PE/Health Rotation 8 (ROT8)

PE/Health Rotation 8 combines the fundamentals of both PE and Health & Wellness.

Credits: Rotation (9 Weeks) - Required

Physical Education 8 (38881E)

Physical Education 8, a component of education, takes place through movement experiences and creates the opportunity for individuals to learn and understand academic applications for a healthy lifestyle. Through regular physical activity, students will have the opportunity to develop life-enhancing and self-rewarding experiences that contribute to their ability to be healthier members of society. Students shall be challenged to participate in daily activities that will enhance their health choices. The intent is to provide a variety of health-enhancing activities in an attempt to foster lifelong active individuals.

Credits: Year Elective

PE/Health Rotation 7 (ROT7)

PE/Health Rotation 7 combines the fundamentals of both PE and Health & Wellness.

Credits: Rotation (9 Weeks) - Required

Physical Education 7 (37781E)

Physical Education 7, a component of education, takes place through movement experiences and creates the opportunity for individuals to learn and understand academic applications for a healthy lifestyle. Through regular physical activity, students will have the opportunity to develop life-enhancing and self-rewarding experiences that contribute to their ability to be healthier members of society. Students shall be challenged to participate in daily activities that will enhance their health choices. The intent is to provide a variety of health-enhancing activities in an attempt to foster lifelong active individuals.

Credits: Year Elective

Boys & Girls Athletics 8 (999814/999811)

Boys & Girls Athletics 8 is designed for the extra-curricular activities of football and volleyball in the fall, and basketball in the winter. The spring semester consists of off-season conditioning.

Credits: Semester Elective

Boys & Girls Athletics 7 (999813/999812)

Boys & Girls Athletics 7 is designed for the extra-curricular activities of football and volleyball in the fall, and basketball in the winter. The spring semester consists of off-season conditioning.

Credits: Semester Elective

FINE ARTS

One half unit of Fine Arts is required for graduation.

Drawing I (450200)

Drawing I is a two-semester course designed to teach students to apply the elements of art and the principles of design. Students will use a variety of media, techniques, processes, and tools to create original artwork that demonstrates understanding of aesthetic concerns and complex compositions. As students progress through the course, they will develop, expand, and increase their real life application of problem solving through artistic maturation. Students will create, critique, reflect, and make connections to art. Students will exhibit original artwork and develop portfolios that reflect their personal growth.

Credits: 0.5 (First or Second Semester) or 1 (First and Second Semester)

Visual Art I (450000, 450001)

Visual Art I is designed to teach students to apply the elements of art and principles of design. Students are expected to use a variety of media, techniques, processes, and tools to create original artwork that demonstrates understanding of aesthetic concerns and complex compositions. These basic concepts are introduced at the Visual Art I level. As students progress through each course, they will develop, expand, and increase their real life application of problem solving through artistic maturation. Students will create, critique, reflect, and make connections to art. Students will exhibit original artwork and develop portfolios that reflect their personal growth. Visual Art I will satisfy the one-half credit fine arts requirement for graduation.

Credits: 0.5 (First or Second Semester) or 1 (First and Second Semester)

Visual Art Rotation 8 (ROT8)

Art Rotation 8 focuses on the fundamentals of the Visual Art I curriculum.

Credits: Rotation (9 Weeks) - Required

Visual Art Rotation 7 (ROT7)

Art Rotation 8 focuses on the fundamentals of the Visual Art I curriculum.

Credits: Rotation (9 Weeks) - Required

Band I (451000)

Band I is designed for traditional and emerging ensembles. Band I students will demonstrate an ability to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of instrumental music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Band I students will critique music performances and deeply reflect upon the impact of instrumental music on society as well as societal influences on instrumental music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations. Band I will satisfy the one-half credit fine arts requirement for graduation.

Credits: 1 (0.5 Fine Arts Credit Embedded)

Band 8 (388540)

Band 8 is designed for traditional and emerging ensembles. Band 8 students will be instructed to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of instrumental music performance. Students are instructed to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Band 8 students will critique music performances and deeply reflect upon the impact of instrumental music on society as well as societal influences on instrumental music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations.

Credits: Semester Elective

**Must have participated in Band 7.*

Band 7 (377540)

Band 7 is designed for traditional and emerging ensembles. Band 7 students will be instructed to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of instrumental music performance. Students are instructed to apply sight-reading skills, improvisational skills,

and performance techniques in solo, small group, and large group settings. Band 7 students will critique music performances and deeply reflect upon the impact of instrumental music on society as well as societal influences on instrumental music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations.

Credits: Semester Elective

**Must have participated in Band 6.*

Beginning Band 7-8 (358541)

Beginning Band I is designed for traditional and emerging ensembles. Band students will demonstrate an ability to apply music fundamentals and instrumental techniques in the production, performance, analysis, and critique of instrumental music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Beginning Band I students will critique music performances and deeply reflect upon the impact of instrumental music on society as well as societal influences on instrumental music. Students will regularly perform in a variety of settings and will demonstrate successful completion of student learning expectations.

Credits: Semester Elective

Select Vocal Music I (452000)

Select Vocal Music I is designed for advanced traditional and emerging ensembles. Vocal music students will demonstrate an ability to apply music fundamentals and vocal techniques in the production, performance, analysis, and critique of vocal music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Vocal music students will critique vocal music performances and deeply reflect upon the impact of vocal music on society as well as societal influences on vocal music. Students will regularly perform vocally in a variety of settings and will demonstrate successful completion of vocal music student learning expectations. Vocal Music I will satisfy the one-half credit fine arts requirement for graduation. Students must try out to be accepted into the Select Vocal Music I course.

Credits: 1 (0.5 Fine Arts Credit Embedded)

Note: Students must try out to be accepted into the Select Vocal Music I course.

Vocal Music I (452000)

Vocal Music I is designed for traditional and emerging ensembles. Vocal music students will demonstrate an ability to apply music fundamentals and vocal techniques in the production, performance, analysis, and critique of vocal music performance. Students are expected to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Vocal music students will critique vocal music performances and deeply reflect upon the impact of vocal music on society as well as societal influences on vocal music. Students will regularly perform vocally in a variety of settings and will demonstrate successful completion of vocal music student learning expectations. Vocal Music I will satisfy the one-half credit fine arts requirement for graduation.

Credits: 1 (0.5 Fine Arts Credit Embedded)

Vocal Music 7-8 (358530)

Vocal Music 7-8 is designed for traditional and emerging ensembles. Vocal music students will demonstrate an ability to apply music fundamentals and vocal techniques in the production, performance, analysis, and critique of vocal music performance. Students are instructed to apply sight-reading skills, improvisational skills, and performance techniques in solo, small group, and large group settings. Vocal music students will critique vocal music performances and deeply reflect upon the impact of vocal music on society as well as

societal influences on vocal music. Students will regularly perform vocally in a variety of settings and will demonstrate successful completion of vocal music student learning expectations.

Credits: Semester Elective

Music Appreciation (453030)

Music Appreciation is a one-semester course designed to teach students the basic elements, principles, processes, materials, and inherent qualities of music. Students will examine a broad range of methods and will conduct critical analyses of the creative processes involved in music. Students will reflect on the connections between society and music. Music Appreciation students will develop perceptual awareness and aesthetic sensitivity as well as a foundation for a lifelong relationship with music. The Standards for Accreditation require schools to offer one-half unit of survey of fine arts OR one-half unit of advanced art or advanced music. Music Appreciation may be used to fulfill this requirement. Music Appreciation will also satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Music Appreciation.

Credits: 0.5 (0.5 Fine Arts Credit Embedded)

Art History I (450060)

Art History (Prehistoric to Renaissance) is a one-semester course designed to teach students the significance of art throughout history. Students in Art History (Prehistoric to Renaissance) will examine periods of art history from around the world, with emphasis on art from ancient civilizations, classic civilizations, the Middle Ages, and the Early and High Renaissance. Students will examine characteristics of art including themes, artists, major works of art, media, and processes involved in creating works of art that is unique to each period of art; explore societal influences on art from each period and the impact art from each period has had on society; apply basic terminology and higher-order thinking skills and draw inferences from works of art and artists from each period of art history. Art History (Prehistoric to Renaissance) will satisfy the one-half credit fine arts requirement for graduation. Art History (Prehistoric to Renaissance) does not require Arkansas Department of Education approval.

Credits: 0.5 (0.5 Fine Arts Credit Embedded)

Art History II (450070)

Art History (Baroque to Postmodern) is a one-semester course designed to teach students the significance of art throughout history. Students in Art History (Baroque to Postmodern) will examine periods of art history from around the world, with emphasis on Baroque, Rococo, Pre-Modern, Modern, and Postmodern art. Students will examine characteristics of art including themes, artists, major artworks, media, and processes involved in creating artwork that is unique to each period of art. Students will explore societal influences on art from each period, and the impact art from each period has had on society. Additionally, students will apply basic terminology and higher-order thinking skills and draw inferences from artwork and artists from each period of art history. Art History (Baroque to Postmodern) will satisfy the one-half credit fine arts requirement for graduation. Arkansas Department of Education approval is not required for Art History (Baroque to Postmodern).

Credits: 0.5 (0.5 Fine Arts Credit Embedded)

GLOBAL ELECTIVES

Six units of electives are required for graduation.

Spanish I (440000)

Spanish I provides basic instruction in pronunciation, aural comprehension, vocabulary, and grammar, and eventually leads to increased communicative and cultural proficiency in Spanish. Spanish cultures, traditions, and current events are introduced on the appropriate level through selected readings, audio/visual

recordings, and other authentic materials. Listening, speaking, writing, role-playing, and group activities are designed to instruct, reinforce, and connect language skills. Spanish I includes applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments.

Credits: 1

Spanish II (440020)

Spanish II provides continued instruction in pronunciation, aural comprehension, vocabulary, and grammar, and eventually leads to increased communicative and cultural proficiency in Spanish. Spanish cultures, traditions, and current events are introduced on the appropriate level through selected readings, audio/visual recordings, and other authentic materials. Listening, speaking, writing, role-playing, and group activities are designed to instruct, reinforce, and connect language skills. Spanish II includes applications, problem solving, higher-order thinking skills, and performance-based and project-based assessments.

Credits: 1

Personal Communication (414100)

Personal Communication will provide students with an understanding of the dynamics of effective communication while speaking, listening, and responding in the situations they encounter in day-to-day life. Students will practice communication competencies in both intrapersonal and interpersonal environments, prepare for both informal and formal communication, and participate in a variety of formal and informal personal communication experiences. This course will include but is not limited to responsible social media usage, communication barriers, mass media, conflict resolution, and research and organization skills. Students will participate in collaborative discussions and deliver informal and formal addresses. Personal Communication (0.5) fulfills the 0.5 unit of Oral Communication required for graduation.

Credits: 0.5

Professional Communication (414200)

Professional Communication (0.5 Credit) will provide students with an understanding of the dynamics of effective communication while speaking, listening, and responding in the situations they will encounter in career settings. Students will practice the principles of communication competencies in professional settings, demonstrate the effect of intrapersonal and interpersonal communication of professional relationships, participate in collaborative communication activities that mirror the contemporary workplace, and deliver a variety of informal talks and addresses relevant to the business world. This course will include but is not limited to ethical communication, responsible social media usage, communication barriers, mass media, conflict resolution, leadership styles, business etiquette, and job interviews. Professional Communication (0.5) fulfills the 0.5 unit of Oral Communication required for graduation.

Credits: 0.5

CAREER AND TECHNICAL EDUCATION ELECTIVES

The following courses are foundational courses for completer programs.

Survey of Business - Digital Learning (492120)

Computerized Business Applications is designed to prepare students in the use of software that is industry recognized. Topics include: word processing, spreadsheets, database, presentations, and cloud computing. This course will focus on skills needed to obtain Microsoft Office Specialist (MOS) certifications.

Credits: 1

Family & Consumer Sciences (493080)

Family and Consumer Science is designed to provide students with the basic information and skills needed to function effectively in the family and the workforce, within a complex and changing society. Emphasis is given to the development of competencies related to Family, Career, and Community Leaders of America; individual and family relationships, healthy lifestyle choices; housing and interior design; garment care, selection and construction; the physical, emotional, social and intellectual development of children; nutrition, meal planning, food preparation and food service; home management, money management. Upon completion of this course, the student should have developed skills that promote a positive influence on the quality of life.

Credits: 1

Survey of Agricultural Systems (491150)

This is a foundation course for all agriculture programs of study. Topics covered include general agriculture, FFA, leadership, record keeping, Supervised Agricultural Experiences (SAEs), animal science, plant science, and agricultural mechanics.

Credits: 1

KeyCode 7 Rotation (399320)

KeyCode is a one-semester course designed to cover the state keyboarding and computer science coding block standards. Emphasis is placed on the following: understanding the importance of Career and Technical Student Organizations (CTSO), soft skill development, operation and management of classroom equipment, touch typing method, simple document formatting, and the computer science coding block. A minimum of 5 weeks shall be dedicated to students using keyboarding skills as they relate to formulating algorithms as well as create, analyze, test and debug computer programs in order to solve real-world problems. A text based programming language is required to accomplish these tasks.

Credits: 0 (First or Second Semester of 7th Grade) - Required

Career Development 8 Rotation (399280)

This CTE foundation course is designed to teach career development through research and understanding of self and the world of work for college and career readiness. Career research and decision-making with education and training plans for exploration and development will be core standards. Students will be knowledgeable of career options, and the personal skills, aptitudes, and employer expectations of future careers of choice. Students will identify personal traits and characteristics for a better understanding of self in their pursuit of finding a meaningful, fulfilling and rewarding career. Through better recognition and understanding of personal interests, values, aptitudes and abilities students can assess how they relate to the world of work in order to acquire the skills necessary for appropriate placement in the workforce. In addition, students will demonstrate the use of technology to gather information about careers and demonstrate an understanding of the ways in which work, family, and leisure roles are interrelated. Students shall develop a career focus with viable expectations for success based upon careful research, consistent planning and employment preparation.

Credits: 0 (First or Second Semester of 8th Grade) - Required

KeyCode (39932E)

KeyCode is a first-semester course designed to cover the state keyboarding and computer science coding block standards. Emphasis is placed on the following: understanding the importance of Career and Technical Student Organizations (CTSO), soft skill development, operation and management of classroom equipment, touch typing method, simple document formatting, and the computer science coding block. A minimum of 5 weeks shall be dedicated to students using keyboarding skills as they relate to formulating

algorithms as well as create, analyze, test and debug computer programs in order to solve real-world problems. A text based programming language is required to accomplish these tasks.

Credits: First Semester Elective

Exploring Business Applications (399040)

Exploring Business Applications is a second semester course with emphasis given to computer concepts and operations, programming and design, computer software, and the implications of technology in society and ethics. This course is designed to provide students with an understanding of the fundamental uses for computer applications and technology in business and careers.

Credits: Second Semester Elective

ELECTIVES WITH PRE-APPROVAL

The following courses are available as electives with pre-approval.

Office Worker (999831)

This will provide students an opportunity to learn daily office operations. Students must be approved for these positions upon request.

Credits: Year Elective

Library Aide (999832)

This will provide students an opportunity to learn daily library/media center operations. Students must be approved for these positions upon request.

Credits: Year Elective

Technology Aide (999833)

This will provide students an opportunity to learn daily technology department operations. Students must be approved for these positions upon request.

Credits: Year Elective

GIFTED AND TALENTED PROGRAM (SPECTRUM) (970800)

The Gifted and Talented Program (SPECTRUM) at PJHS has been organized to fulfill requirements of the new education standards (1987) and provide programs to fit the needs of identified Gifted and Talented students at PJHS. Students are selected by a committee which includes the coordinator of the program, the teacher of G/T, and other school personnel. Students may be referred by parents, teachers, community members, peers, or themselves. Referred students then go through a screening process. The program is selective. For more information contact the G/T Coordinator, principal, or a counselor for information.

ACADEMIC REQUIREMENTS

GRADING SCALE FOR STUDENTS

Grades assigned to students for performance in a course shall reflect only the extent to which a student has achieved the expressed academic objectives of the course. Grades that reflect other educational objectives such as those contained in the learner outcomes and curriculum framework may also be given. Academic grades assigned to students in the first through twelfth grade are to follow the grading scale listed below:

A = 90% - 100%

B = 80% - 89%

C = 70% - 79%
D = 60% - 69%
F = 0% - 59%

For the purpose of determining grade point averages, the numeric value of each letter grade shall be:

A = 4 points
B = 3 points
C = 2 points
D = 1 point
F = 0 points

The grade point values for AP courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

PROGRESS REPORTS

Report cards are given out one week following the end of the nine weeks, when possible. Interim Progress Reports will be given out at Pocahontas Jr. High School, every week on Friday, when possible. Parents & students are also encouraged to use the Home Access Center regularly to check attendance and grades.

TRANSFER STUDENTS

Transfer students must meet the Arkansas Department of Education residency requirements. Once residency is confirmed, then records will be requested from the previous school. Every effort is made to match an incoming student's course program when transferring. Grades will be interpreted on the previous district's grading scale and converted to letter grades.

PROMOTION/RETENTION POLICIES

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.

Pocahontas Jr. High School students receiving four failing semester grades in their core classes (English, Math, Science, Social Studies) over the course of the year will be retained. Credit Recovery, Summer School and Alternative Education placement will be available to give students the opportunity to be promoted, if possible. **9th Grade students who do not complete 5.5 credits will be re-classified as 9th Graders.**

Any grades, course credits, and/or promotions received by a student while enrolled in the Division of Youth Services system of education shall be considered transferable in the same manner as those grades, course credits, and promotions from other accredited Arkansas public educational entities.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference shall be held before a final decision is made that includes the following individuals;

1. The building principal or designee;
2. The student's teacher(s);
3. School counselor;

4. A LPAC/504/special education representative (if applicable); and
5. The student's parents.

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. In the event that a student is to be retained at any grade level, notice of retention and the reasons for retention will be communicated promptly asking the parent(s)/guardian(s) for a personal conference. If the parent is unable to attend the conference, written notice of retention will be mailed to the parent(s) or guardian(s).**

Beginning with the 2018-2019 school year, each student 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:

1. Statewide student assessment results;
2. Subject grades;
3. Student work samples; and
4. Local assessment scores.

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

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

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

1. 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
2. Provide a basis for counseling concerning post-secondary preparatory programs.

An SSP shall be created:

1. By no later than the end of the school year for a student in grade eight (8) or below who enrolls in the District during the school year; or
2. As soon as reasonably possible for a student in grade nine (9) or above who enrolls in the District at the beginning or during the school year.

A student's individualized education program (IEP) may act in the place of the student's SSP if the IEP addresses academic deficits and interventions for the student's failure to meet standards-based academic goals at an expected rate or level and includes a transition plan that addresses college and career planning components. Promotion/retention or graduation of students with an IEP shall be based on their successful attainment of the goals set forth in their IEP.

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.

All students must pass the test approved by ADE that is similar to the civics portion of the naturalization test used by the United States Citizenship and Immigration Services in order to graduate.

DIGITAL LEARNING COURSES

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format. In addition to the other graduation requirements contained in this policy, students are required to take at least one (1) digital learning course for credit while in high school.

SUMMER SCHOOL/CREDIT RECOVERY

Pocahontas Junior High School offers a summer school, which consists of 60 hours of classroom study for each semester of credit earned. The availability of summer school classes will depend upon student demand and the availability of teachers. Students grades 7-9 may also take courses via Apex Learning after consultation with the principal. Students may enroll in classes to recover their credit only after first attempting the class (i.e. they cannot enter credit recovery while taking the class or skip face-to-face instruction). Students may recover up to **2 credits** through summer school and/or up to **3.5 credits** through credit recovery. For more information about the summer school program or credit recovery please contact the counselor or the junior high school administration.

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. PJHS policy is to place on the student transcript the highest semester grade.

REPEATING A CLASS TO IMPROVE GRADES

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

1. The enrollment in the class does not exceed the Department of Education Guidelines.
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 school year** after receiving the unsatisfactory 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. PJHS policy is to place on the student transcript the highest semester grade.

ATTENDANCE POLICIES

COMPULSORY ATTENDANCE REQUIREMENTS

Every parent, guardian, or other person having custody or charge 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 and send the child to a District school with the following exceptions.

1. The child is enrolled in private or parochial school.
2. The child is being homeschooled and the conditions of policy (HOMESCHOOLING) have been met.
3. The child is age sixteen (16) or above and is enrolled in a post-secondary vocational-technical institution, a community college, or a two-year or four-year institution of higher education.
4. 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).

ABSENCES

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

Education is more than the grades students receive in their courses. Important as that is, students' regular attendance at school 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 enriches the learning environment and promotes a continuity of instruction which results in higher student achievement.

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

Excused Absences

Excused absences are those where the student was on official school business or when the absence was due to one of the following reasons and the student brings a written statement to the principal or designee upon his/her return to school from the parent or legal guardian stating such reason. A written statement presented for an absence having occurred more than five (5) school days prior to its presentation may not be accepted.

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; or
7. Participation in a FFA, FHA, or 4-H sanctioned activity;
8. Participation in the election poll workers program for high school students.
9. Absences granted to allow a student to visit his/her parent or legal guardian who is a member of the military and been called to active duty, is on leave from active duty, or has returned from deployment to a combat zone or combat support posting. The number of additional excused absences shall be at the discretion of the superintendent or designee.
10. Absences granted, at the Superintendent's discretion, to seventeen (17) year-old students who join the Arkansas National Guard while in eleventh grade to complete basic combat training between grades eleven (11) and (12).
11. Absences for students excluded from school by the Arkansas Department of Health during a disease outbreak because the student has an immunization waiver or whose immunizations are not up to date.
12. Students who serve as pages for a member of the General Assembly shall be considered on instructional assignment and shall not be considered absent from school for the day the student is serving as a page.

Unexcused Absences

Absences not defined above or not having an accompanying note from the parent or legal guardian, presented in the timeline required by this policy, shall be considered as unexcused absences.

Students with 7 unexcused absences in a course in a semester shall not receive credit for that course. At the discretion of the principal after consultation with persons having knowledge of the circumstances of the unexcused absences, the student may be denied promotion or graduation. Excessive absences shall not be a reason for expulsion or dismissal of a student.

When a student has 3 unexcused absences, his/her parents, guardians, or persons in loco parentis shall be notified. Notification shall be by telephone by the end of the school day in which such absence occurred or by regular mail with a return address sent no later than the following school day.

Whenever a student has 6 unexcused absences in a semester, the District will notify the prosecuting authority and the parent, guardian, or persons in loco parentis shall be subject to a civil penalty as prescribed by law [A FINS petition will be filed].

It is the Arkansas General Assembly's intention that students having excessive absences be given assistance in obtaining credit for their courses. Therefore, at any time prior to when a student exceeds the number of unexcused absences permitted by this policy, the student, or his/her parent, guardian, or person in loco parentis may petition the school or district's administration for special arrangements to address the student's unexcused absences.

If formal arrangements are granted, they shall be formalized into a written agreement which will include the conditions of the agreement and the consequences for failing to fulfill the agreement requirements. The

agreement shall be signed by the student, the student's parent, guardian, or person in loco parentis, and the school or district administrator or designee.

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

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

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

Students with 7 unexcused absences in a course in a semester shall 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. A grade of "F" will be placed on the student's transcript if credit is denied based on the student's excessive unexcused absences. Excessive absences, however, shall not be a reason for expulsion or dismissal of a student.

Out of School Suspension (OSS) does not count as an unexcused absence.

MAKE UP WORK

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

1. 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 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 one class day to make up their work for each class day they are absent.
6. Make-up work which is not turned in within the make-up schedule for that assignment shall receive a zero.
7. Students are responsible for turning in their make-up work without the teacher having to ask for it.
8. Students who are absent on the day their make-up work is due must turn in their work the day they return to school whether or not the class for which the work is due meets the day of their return.
9. As required/permitted by the student's Individual Education Program or 504 Plan.

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

Work for students serving an out-of-school suspension or expulsion shall be in accordance with the District's programs, measures, or alternative means and methods to continue student engagement and access to education during the student's period of suspension or expulsion, 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.

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 IMMUNIZATIONS.

Legal Reference: A.C.A. § 6-16-1406
 A.C.A. § 6-18-502
 DESE Rules Governing Student Discipline and School Safety

ARRIVING & LEAVING THE SCHOOL PREMISES

All students must remain on the school grounds once they arrive on school property. Any student seeking to leave the PJHS campus must check out through the principal's office. No one is permitted to leave until this is done. Students must come to the office and check out before leaving. Permission to leave campus will be granted only upon direct contact with the parent or guardian. The parent or guardian should give the reason for the student's leaving, and the probable time of return. Students who are late coming to school, or come later in the day, should first report to the office. This is very important in keeping absentee records. The student will be given an admittance note to class. Teachers cannot give permission for students to leave campus. They may request it, if necessary, in emergency situations, but only the office gives permission to leave campus, even for a few minutes. In order for a student to receive permission from the office to check out, the student must:

1. Have a parent/guardian call the jr. high office to request that the student be released or have the office call the parent/guardian and request permission be granted to release the student.
2. PJHS has a closed campus during lunch. In order to check out during the lunch period (10:50-11:27 or 11:52-12:29), the student's parent or guardian must come to the junior high school office to check the student out of school.
3. All students who check out of the office will be required to obtain an admittance slip from the office before being allowed back in the class or classes missed. This admit slip is necessary to re-enter class, regardless of the amount of class time missed.

TARDIES & EARLY CHECK-OUTS

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 or are constantly missing classroom instructional time show a disregard for both the teacher and their classmates which compromises potential student achievement. Teachers may develop a classroom policy in regards to tardies for restroom breaks. If a teacher develops a policy, that policy is to be shared with the students and documentation must be available upon request.

Likewise, students are asked not to check out prior to the end of the school day without good reason. Early check-outs will be asked to provide documentation for the early departure time. If a student checks out before the midpoint of any period, they will be counted absent and the PN code will be entered in attendance (if the parent has parent notes available to be used). If a student checks out after the midpoint of any period,

it will be counted as an early check-out and the EC code will be entered in attendance. Excused early check-outs will be defined in the same manner as excused absences (see policy regarding attendance in the District Pupils Policy book).

3 tardies or early check-outs = 1 day of After School Detention

5 tardies or early check-outs = 1 day of Saturday School/ISS

7 tardies or early check-outs = 3 day of Saturday School/ISS

More than 7 = 1 day of OSS and Parent Conference

HALL PASSES

Personal school business should be taken care of before school, between classes, at lunch, or after school. Requests for permits to leave class during the day should be made only if absolutely necessary. If a student is on campus and not where his or her daily schedule indicates they should be, the student must have a valid pass in their possession and should present it to any teacher or administrator who requests it.

EXTRA-CURRICULAR ACTIVITIES

SCHOOL ORGANIZATIONS

Pocahontas Public School has numerous social, sports and academic activities to promote initiative, leadership, school spirit and pride. The main objective of these activities is to instill in students responsibility and respect for fellow students through club participation. All school organizations are approved and regulated by the building principal or assistant in charge. Activities should be limited with controlled interruptions of instructional time in the classroom. It is advised to control the number of absences for such activities. The guidelines for school organizations are as follows:

1. Students are not restricted from membership on the basis of race, sex, national origin or arbitrary criteria.
2. Students may, however, be restricted to membership on the basis of their sex, but only if the organization is entitled to Title IX exemption under the Bayh Amendment. This amendment gives exemption to organizations that are:
 - a. Voluntary youth service organizations;
 - b. Tax exempt under Section 501 (a) of the 1954 Internal Revenue Code (religious and charitable organizations);
 - c. Single sex by tradition; or
 - d. Principally composed of members under the age of 19.
3. School fraternities and secret societies are banned in Arkansas public schools. (See Chapter 20 of The School Laws of Arkansas, Act 171, 1929).

REQUIREMENTS FOR PARTICIPATION IN SCHOOL ORGANIZATIONS

The following guidelines are to be used for participation in extracurricular activities.

1. Students participating in extracurricular activities are required to meet Arkansas Activities Association regulations.

2. Student clubs may establish a minimum G.P.A. and/or other criteria for membership.
3. A student may hold two major and two minor club or organization offices during the school year.
4. A student having a G.P.A. below 3.00 may belong to a maximum of four clubs or organizations during the school year. (Athletics and music are excluded from this restriction.)
5. **A student with 5 or more unexcused absences in a class or classes during a semester will not be excused from the class or classes to take part in an extracurricular activity.** Excused absences will be defined as those absences related to illness or when attendance could jeopardize the health of other students, death or serious illness in the immediate family, observance of an appointment with a government agency, attendance at a medical appointment, exceptional circumstances with prior approval of the principal or participation in an FFA, FHA, or 4-H sanctioned activity.
6. All clubs and organizations are to have a constitution and by-laws. The constitution is to be revised and updated every five years.
7. A list of club and organization members and their officers are to be submitted to the principal's office each year. (This is to be done as near to the beginning of school as possible.)

All students in Grades K-12 are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

STUDENT ORGANIZATIONS/EQUAL ACCESS

Non-curriculum-related secondary school student organizations wishing to conduct meetings on school premises during non-instructional time shall not be denied equal access on the basis of the religious, political, philosophical, or other content of the speech at such meetings. Such meetings must meet the following criteria.

1. The meeting is to be voluntary and student initiated;
2. There is no sponsorship of the meeting by the school, the government, or its agents or employees;
3. The meeting must occur during non-instructional time;
4. Employees or agents of the school are present at religious meetings only in a non-participatory capacity;
5. The meeting does not materially and substantially interfere with the orderly conduct of educational activities within the school; and
6. Non-school persons may not direct, conduct, control, or regularly attend activities of student groups.

All meetings held on school premises must be scheduled and approved by the principal. The school, its agents, and employees retain the authority to maintain order and discipline, to protect the wellbeing of students and faculty, and to assure that attendance of students at meetings is voluntary. Fraternities, sororities, and secret societies are forbidden in the District's schools.

Membership to student organizations shall not be by a vote of the organization's members, nor be restricted by the student's race, religion, sex, national origin, or other arbitrary criteria. Hazing, as defined by law, is forbidden in connection with initiation into, or affiliation with, any student organization, extracurricular activity

or sport program. Students who are convicted of participation in hazing or the failure to report hazing shall be expelled.

EXTRACURRICULAR ELIGIBILITY

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student who enrolls in the district and meets all eligibility requirements shall be eligible to tryout for an extracurricular activity regardless of the date the student enrolls in the District so long as the student meets all other eligibility requirements and the extracurricular activity is still ongoing.

A student and the parent or legal guardian of the student shall sign and return an acknowledgement of receipt and review of an information sheet regarding signs and symptoms of sudden cardiac arrest before the student may participate in an athletic activity and before each school year the student participates in an athletic activity.

EXTRACURRICULAR 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.

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.

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 high school graduation requirements.

Ninth-grade students must meet the requirements of the senior high scholarship rule by the end of the second semester in the ninth grade in order to be eligible to participate in the fall semester of their tenth-grade year.

According to the Arkansas Activities Association, "A student repeating either the seventh or eighth grade for any reason shall not have the opportunity for eligibility during the complete year that is repeated."

EXTRACURRICULAR ACADEMIC REQUIREMENTS: SENIOR HIGH

In order to remain eligible for competitive interscholastic activity, a student must have passed (4) academic courses the previous semester and either:

1. Have earned a minimum Grade Point Average (GPA) of 2.0 from all academic courses the previous semester; or
2. If the student has passed four (4) academic courses the previous semester but does not have a 2.0 GPA the student must be enrolled and successfully participating in an SIP to maintain their competitive interscholastic extracurricular eligibility.

EXTRACURRICULARS AND 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).

ARKANSAS ACTIVITIES ASSOCIATION

In addition to the foregoing rules, the district shall abide by the rules and regulations of AAA governing interscholastic activities. AAA provides catastrophic insurance coverage for students participating in AAA governed extracurricular activities who are enrolled in school. As a matter of District policy, no student may participate in a AAA governed extracurricular activity unless he or she is enrolled in a district school, to ensure all students are eligible for AAA catastrophic insurance.

AAA GOVERNED ACTIVITIES

Students participating in intrascholastic extracurricular activities that would be governed by AAA if they were to occur between students of different schools shall meet all interscholastic activity eligibility requirements to be eligible to participate in the comparable intrascholastic activity. The District will abide by the AAA Handbook for such activities to ensure District students are not disqualified from participating in interscholastic activities.

NON-AAA GOVERNED ACTIVITIES

Unless made ineligible by District policies, all students shall be eligible to participate in non-AAA governed intrascholastic extracurricular activities. Intrascholastic activities designed for a particular grade(s) or course(s) shall require the student to be enrolled in the grade(s) or course(s).

PJHS STUDENT ACTIVITIES LIST

7th Grade Band	Jr. Boys Basketball
7th Grade Cheerleading	Jr. Girls Basketball
7th Grade Football	Jr. Cheerleading
7th Grade Girls Basketball	Jr. Chess
7th Grade Boys Basketball	Jr. Boys Choir
7th Grade Volleyball	Jr. Girls Choir
8th Grade Band	Jr. Select Choir
8th Grade Football	Jr. Fire Marshals
9th Grade Baseball	Jr. Football
9th Grade Cross Country	Jr. Islanders Club
9th Grade ESports	Jr. National Jr. Honor Society (NJHS)
9th Grade FBLA	Jr. Girls of Promise
9th Grade FCCLA	Jr. Quiz Bowl
9th Grade FFA	Jr. Peer-Assisted Learning Social Skills (PALSS)
9th Grade Golf	Jr. Student Council
9th Grade Softball	Jr. Student Wellness Advocacy Group (SWAG)
9th Grade Tennis	Jr. Students With A Testimony (SWAT)
Jr. 4H Club	Jr. Swim
Jr. Band	Jr. Volleyball

STUDENT DISCIPLINARY POLICIES

POCAHONTAS SECONDARY SCHOOLS STANDARDS OF CONDUCT

The Pocahontas 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.

The District's administrators may also take disciplinary action against a student for off-campus conduct occurring at any time that would have a detrimental impact on school discipline, the educational environment, or the welfare of the students and/or staff. A student who has committed a criminal act while off campus and whose presence on campus could cause a substantial disruption to school or endanger the welfare of other students or staff is subject to disciplinary action up to and including expulsion. Such acts could include, but are not limited to: a felony or an act that would be considered a felony if committed by an adult; an assault or battery; drug law violations; or sexual misconduct of a serious nature. Any disciplinary action pursued by the District shall be in accordance with the student's appropriate due process rights.

The District's personnel policy committees shall annually review the District's student discipline policies and may recommend changes in the policies to the Pocahontas School Board. The Board has the responsibility of determining whether to approve any recommended changes to student discipline policies.

The District's student discipline policies shall be distributed to each student during the first week of school each year and to new students upon their enrollment. Each student's parent, legal guardian, person having lawful control of the student, or person standing in loco parentis shall sign and return to the school an acknowledgement form documenting that they have received the policies.

The District shall develop and provide programs, measures, or alternative means and methods for continued student engagement and educational access during periods of suspension or expulsion.

The superintendent is authorized to modify the penalties set forth in the District's student discipline policies on a case-by-case basis.

It is required by law that the principal or the person in charge report to the police any incidents the person has personal knowledge of or has received information leading to a reasonable belief that a person has committed or threatened to commit an act of violence or any crime involving a deadly weapon on school property or while under school supervision. If the person making the report is not the Superintendent, that person shall also inform the Superintendent of the incident. Additionally, the principal shall inform any school employee or other person who initially reported the incident that a report has been made to the appropriate law enforcement agency. The Superintendent or designee shall inform the Board of Directors of any such report made to law enforcement.

The superintendent shall make a report annually to the Board of Directors on student discipline data, which shall include, without limitation: the number of incidents of bullying reported and the actions taken regarding the reported incidents of bullying.

Students who violate the rules and regulations may be assigned a minimum up to a maximum punishment. The punishment will be decided by the principal or his assistant in charge. The minimum penalty for any misbehavior is counseling while the maximum penalty for any misbehavior is expulsion. Other punishments may include but are not limited to corporal punishment, in school suspension, detention, retaining after school hours, Saturday school, suspension and expulsion. If any student's Individual Education Program (IEP), 504, or LPAC Plan conflicts with the following policies, the requirements of the student's IEP, 504, or LPAC Plan take precedence.

Legal Reference: A.C.A. § 6-18-502
A.C.A. § 6-17-113

MINOR INCIDENT REFERRALS

RULE 1: LACK OF CLEANLINESS

A student shall not exhibit habitual uncleanness that presents health and safety hazards or causes disruption of the educational process.

Consequences:

Minimum: Counseling

**The Crimes Against Children Hotline may be contacted.*

RULE 2: CAFETERIA REGULATIONS

A student shall enter the cafeteria before the bell rings when accompanied by, or sent by a teacher. Students should enter and line up in an orderly fashion without breaking in front of others. Students should behave in a polite and courteous manner to other students, faculty, and cafeteria workers. Once you have finished eating, please remove all trays and paper to the appropriate place or container and stack trays neatly.

Consequences:

Minimum: Verbal Warning

**Students will be required to clean up the mess and may be assigned a seat.*

RULE 3: CHEATING ON TESTS AND OTHER ACADEMIC WORK

A student shall not cheat on tests nor shall a student aid other students in cheating on test or academic work.

Consequences:

Minimum: Verbal Warning

**Students will be assigned a zero on the assignment and/or be assigned to ISS at the request of the teacher.*

RULE 4: CHEWING GUM

Chewing gum in a class will be left up to the discretion of the teacher. This privilege may be revoked at any time individually or for groups. It is the responsibility of the student to be familiar with each teacher's guidelines on this policy.

Consequences:

Minimum: Verbal Warning

RULE 5: COMPUTER USE POLICY

The Pocahontas School District makes computers and/or computer Internet access available to students, to permit students to perform research and to allow students to learn how to use computer technology. Use of district computers is for educational and/or instructional purposes only. It is the policy of this school district to equip each computer with Internet filtering software designed to prevent users from accessing material that is harmful to minors.

For purposes of this policy, “harmful to minors” means any picture, image, graphic image file, or other visual depiction that: a) taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; b) 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 or simulated normal or perverted sexual acts, or a lewd exhibition of the genitals; and c) taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors. No student will be granted Internet access until and unless a computer-use agreement, signed by both the student and the parent or legal guardian (if the student is under the age of eighteen [18]) is on file.

Students are advised that they enjoy no expectation of privacy in any aspect of their computer use, including email, and that monitoring of student computer use is continuous. Students who misuse district-owned computers or Internet access in any way, including using computers except as directed or assigned by staff or teachers, using computers to violate any other policy or contrary to the computer use agreement, attempting to defeat or bypass Internet filtering software, 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.

The District is dedicated to ensuring that students are capable of using the Internet in a safe and responsible manner.

The District uses technology protection measures to aid in student safety and shall also educate students on appropriate online behavior and Internet use including but not limited to:

1. Interacting with other individuals on social networking websites and in chat rooms;
2. Cyberbullying awareness; and
3. Cyberbullying response.

The designated District Technology Administrator or designee may authorize the disabling of the filter to enable access by an adult for a bona fide research or other lawful purpose.

Consequences:

Minimum: Verbal Warning

**Network administration in cooperation with local school administration will determine any disciplinary action taken. Infractions involving malicious intent or illegalities will incur more serious consequences and may result in information turned over to the proper authorities. Other punishments may include but are not limited to monetary fines, detention, in-school suspension, suspension, and expulsion. Depending on the incident, Juvenile Authorities and/or the Crimes Against Children Hotline may be called.*

RULE 6: GAMBLING

A student shall not engage in any game of chance on school premises at any time.

Consequences:

Minimum: Verbal Warning

RULE 7: NEGLECT OF TEXTBOOKS

Textbooks are provided for the use of students for successive years. Students are not to leave their textbooks and supplies in the halls, floors, gym bleachers, cafeteria tables, or student center or any other place outside where they can be damaged.

Consequences:

Minimum: Verbal Warning

**Juvenile Authorities may be contacted. Students or parents/guardians will pay for damages.*

RULE 8: LOCKERS AND BOOKS

Students are to use their lockers to store books and other personal items. Lockers are to be kept neat and clean. Items should not be attached to the inside or outside of lockers without permission from the office. In assignment of a locker or other school property to a student, the school retains ownership of such property and the right to inspect it or reclaim it.

General or specific searches of school property may be conducted at any time. Pocahontas Junior High School may enlist the assistance of local law enforcement officials to inspect halls, classrooms, lockers, and automobiles on campus at any time with a drug detection dog. This policy will enhance the safety of our school environment.

Textbooks may be issued to students. Textbooks issued to students are the property of the Pocahontas Public School District. Students are responsible for lost or damaged textbooks. It is the duty and responsibility of each student to take textbooks, paper, pencil and other materials to class daily, as required by the teacher. If locker, textbooks, or library books are lost or damaged, the student is responsible for the replacement cost.

Fees are not required for junior high school courses. This does not apply to lockers or locks for lockers. Students are not required to use lockers, but the sharing of lockers is prohibited. Locks on lockers should be kept locked except when exchanging books between classes.

Consequences:

Minimum: Detention

**If students lose a school-issued lock, they will be responsible for purchasing that lock (\$5.00 replacement fee).*

RULE 9: NO ZERO POLICY

The PJHS No Zero Policy is an academic intervention to ensure that students get caught up with work and don't fall too far behind. Students who receive one NHI (Not Handed In) in any class, during any time during the year, may be referred by teachers under the No Zero Policy. Those students will then be referred to After School Detention and remain in After School Detention until the work is caught up. This intervention allows for the students to make the work up without missing valuable class time and additional instruction. These referrals will not be counted as part of the "Excessive Discipline Referrals" policy and will be, instead, counted as *Minor Incidents*.

Consequences:

Minimum: Detention

Students who refuse to attend Detention will be written up for Insubordination and face Saturday School or In School Suspension. Students who refuse to attend Saturday School or In School Suspension will face Out of School Suspension. Those referrals **will be counted as part of the "Excessive Discipline Referrals" policy.*

RULE 10: SCHOOL BUS POLICY

Students are subject to the same rules of conduct while traveling to and from school as they are while on school grounds. Appropriate disciplinary actions may be taken against commuting students who violate student code of conduct rules. This also applies to student conduct while on school buses.

Students shall be instructed in safe riding practices. The driver of a school bus shall not operate the school bus until every passenger is seated. Disciplinary measures for problems related to bus behavior shall include suspension or expulsion from school, or suspending or terminating the student's bus transportation privileges.

Transporting students to and from school who have lost their bus transportation privileges shall become the responsibility of the student's parent or legal guardian.

1. Be at the bus stop at the scheduled time. Stand back about ten feet from the bus stop and wait until the door is opened before moving closer to the bus. Do not play on the highway or road. If you miss the bus, do not attempt to hitchhike a ride or walk to or from school.
2. While loading or unloading, enter or leave the bus orderly and quickly. ***Make sure to move as far away from the bus as possible.***
3. While riding the bus, students are under the supervision of the driver and must obey the driver at all times. ***The principal has the authority to suspend a student from riding the bus.***
4. Students are not to distract the attention of their driver or disturb other riders on the bus (which includes keeping your hands to yourself; attend to your own matters; leave other pupils alone, and be reasonably quiet).
5. No knives or sharp objects of any kind are allowed (nor firearms) upon any school bus or at a designated bus stop, pets, nor other living animals, etc.
6. You are not to tamper with any of the safety devices such as door latches, fire extinguishers, etc. Pupils must be seated while the bus is in motion and must not ever move while it is stopped except as the driver directs. Pupils are not to put their hands, arms, heads, or bodies out of the windows. Do not yell at anyone outside the bus.
7. Students are not to deface the bus or any school property. Do not write on the bus or damage seats, etc. Do not throw paper, food, or other objects on the floor of the bus. Do not eat on the bus. Keep the aisle of the bus clear from books, lunches, coats, etc. Do not put feet in the aisles.
8. State Legislature Act 729 of 1977 makes it illegal to smoke on school buses. The penalty for violating this law is a fine ranging from \$10.00 to \$100.00.
9. ACT 814 of 1977 makes it unlawful to threaten, curse, or use abusive language to a school bus driver in the presence of students in this state. Any person who violates this ACT shall be guilty of a misdemeanor and upon conviction, shall be punished by a fine of no less than \$25.00 or more than \$100.00.
10. Do not ask the driver to let you off the bus uptown, at the store, to get mail out of the box, or any place except your regular stop.
11. If you must cross the road or highway to enter the bus, always try to be on the right side of the road waiting on the bus. If you should arrive at the stop just as the bus approaches the stop, wait until the

bus has come to a complete stop and the driver has signaled for you to cross in front of the bus. (Unless the driver directs you differently).

12. Pupils who cross the road after leaving the bus in the afternoon must go to a point on the shoulder of the road ten feet in front of the bus. Cross the road only after the driver or the student patrol has signaled you to do so.
13. Pupils cannot ride any bus except their own. Visitors are not allowed except in case of an emergency. Permission must be secured from the Principal.
14. This is not intended to cover all the "do's and don'ts" but it is a very specific guide. The driver may find it necessary to interpret these policies in light of his or her own bus needs.
15. The driver will handle routine things in the manner he or she thinks best. In the event that a student will not behave, the driver will report the student to his principal.

IT IS A PRIVILEGE, NOT A RIGHT, TO RIDE A SCHOOL BUS!

Consequences:

Minimum: Bus Suspension

- a. The **first time** the principal will suspend the student for **3 school days** from riding the bus, depending on the severity of the incident.
 - i. **Depending on the severity of the offense, a student may be suspended for 3, 5, 15, 30 school days, or the remainder of the school year on the first offense.**
- b. The **second time** a student is sent to the office by the bus driver for misconduct, a parent conference is mandatory and the student will be suspended from riding the bus for **5 school days**.
- c. The **third time** a student is sent to the office by a bus driver for misconduct, a parent conference is required and the student will be suspended for **15 school days**.
- d. A **fourth report** to the office by the driver for misconduct, a parent conference is required and the student will be suspended from riding the bus for **30 school days**.
- e. A **fifth report** to the office by the driver may result in **expulsion of the student from the bus for the remainder of the school year**.
 - i. **Transporting students to and from school who have lost their transportation privileges shall become the responsibility of the student's parent or legal guardian.**

MAJOR INCIDENT REFERRALS

RULE 11: LOITERING BY SUSPENDED STUDENTS

A student who has been provided written notification that because of an act of misbehavior he/she is prohibited from being in a school building or on a school campus for a specified period of time shall not enter any school building or be present on any school grounds.

Consequences:

Minimum: Verbal Warning (Required to Leave Campus)

**Juvenile Authorities may be contacted.*

RULE 12: OVERT AFFECTION

A student shall not use physical contact such as hugging, kissing, and petting with another student that conveys a connotation that can be judged as sexually explicit on school property during the regular school day, at school functions (home or away), or during extracurricular activities.

Disciplinary Action

Minimum: Verbal Warning

**Juvenile Authorities and/or Crimes Against Children Hotline may be contacted.*

RULE 13: POSSESSION OF CELL PHONES

The use of cell phones or similar electronic communication devices on the school campus is forbidden from the time of the first bell until after the last bell unless specifically exempted by the administration. Staff members may allow students to use electronic devices for school purposes. See policy as outlined in the District Pupil's Policy Handbook for more information.

Any cell phone found to be turned on, from the time of the first bell until after the last bell, is considered to be in use. From the time of the first bell until after the last bell, students are forbidden from using cell phones, any paging device, beeper, or similar electronic communication device. Such devices may be stored in the student's locker or vehicle so long as they are in an "off" mode of operation.

Exceptions may be made by the building principal or his/her designee for health or other compelling reasons. Students using or possessing, other than those devices properly stored in a locker or vehicle, cell phones after the first bell and before the last bell shall have them confiscated. Students have no right to privacy as to the content contained on any cell phones or other electronic communication devices that have been confiscated.

Consequences:

Minimum: Verbal Warning

**Phones will be returned to the parent at the end of the school day. If a parent cannot make it to the school, they may give the school permission via telephone to give the student the phone at the end of the school day. Please refer to the District Pupil Policies for any exceptions regarding the educational use of cell phones and electronic devices.*

RULE 14: SCHOOL DRESS CODE (HB 1936)

The Pocahontas Public 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 they are immodest, disruptive, unsanitary, unsafe, could cause property damage, or could be offensive to common standards of decency.

The school administration will make the final judgment on the appropriateness of any student's dress and reserves the right to prohibit students from wearing any articles of clothing or accessories which may result in the disruption of the school environment.

Student dress, grooming, and appearance should be the responsibility of the individual and his/her parents using the following guidelines:

1. Students are not to wear hats, caps, sock caps, sweatbands (head), pajamas, houseshoes, hoods of hoodies, bandanas, and/or sunglasses in the buildings. Exceptions must be approved by the principal.
2. Tops, shirts, blouses (boys and girls) must cover the front, back, and sides of the upper body. Clothing deemed distracting, revealing, vulgar, obscene, or otherwise disruptive is not permitted. This includes: exposed midriffs, halter/tank tops, spaghetti straps, and see-through shirts, tops or blouses even with a camisole worn underneath. Sleeveless top straps must be at least 2 inches in width (short side of a credit card).
3. Shorts, skirts and dresses must be of sufficient length. Sufficient length is defined as six inches above the knee (length of a dollar bill) or at a length in which the longest finger does not touch skin while the arms rest naturally at one's side.
4. Form fitting pants/shorts (i.e. Spandex, leggings, yoga pants, etc.) may be worn under, or as clothing, as long as the top/shirt is no shorter than the acceptable length for shorts, skirts, or dresses.
5. In clothing with rips, holes, or tears, the rips, holes and tears should be at a level equal to or below the level for skirts, dresses, and/or shorts. See above for the required length.
6. Pants are to be worn at the waistline, "sagging" is not allowed.
7. Clothing, accessories (book bags, jewelry, hats, etc), or body art that displays vulgar, obscene or otherwise inappropriate symbols, language, double-meaning, or makes reference to alcohol, tobacco, or other illegal substances are not permitted.
8. During the regular school day, students' athletic attire such as tennis, track, cheerleading, etc. must conform to all other regulations of the dress code.

Consequences:

Minimum: Verbal Warning

**Parents will be contacted to bring a change of clothes if a student does not have a change of clothes.*

RULE 15: VIOLATION OF PARKING AND DRIVING REGULATIONS

A student using any type of vehicle (bicycle, motorcycle, automobile, or truck), as a means of transportation to and from school shall not violate the regulations set forth by the school principal. All vehicles must be parked in assigned areas, be registered with the school, and display a current identification decal. All drivers

must possess a current Arkansas driver's license or learner's permit. Failure to comply with registration regulations and other rules may result in loss or suspension of the privilege to drive on campus or in other disciplinary action.

1. Students must register all motor vehicles. Only students with a valid driver's license are eligible to apply.
2. As a condition to park a vehicle on the school grounds, a student and the student's parents, if they are owners of the vehicle, must agree, in writing, to allow school officials to search his/her vehicle upon request. School officials, if they so desire, may request assistance from law enforcement personnel in performing such a search. Following notice of intent to search, the vehicle will not be permitted to leave the premises without permission.
3. All motor vehicles parked on school grounds shall have a valid registration as required by the state of Arkansas.
4. Student motor vehicles are to be parked in the appropriate parking area immediately upon entering the school campus and are not to be moved or otherwise used during the school day without permission from the school office. **Jr. High student vehicles must be parked in the lined parking areas around the flagpole. Parking spots are first come, first served.**
5. Students parking their vehicles on school grounds shall park in designated parking areas only. To facilitate identification, vehicles are to be parked front end first.
6. Students should not sit in nor congregate around motor vehicles at any time during the school day. Students shall not visit their vehicle during the school day without prior permission from the school office.
7. Student vehicles are subject to a 20-MPH campus speed limit before, during and after school hours.
8. The regulations for student parking and use of vehicles on school campuses are strictly enforced.
9. Additional regulations for the control of the use of motor vehicles by students may be made by the principal, or his/her designee, as deemed necessary to maintain proper control.
10. Students applying for and receiving parking permits fully understand that the Pocahontas Public School District is in no way responsible for his/her vehicle or its contents and that it is the student's responsibility to follow all regulations pertaining to student parking and the use of vehicles on campus.

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.

Consequences:

Minimum: Verbal Warning

**Juvenile Authorities may be contacted. Vehicle may be towed at the owner's expense.*

RULE 16: HARASSMENT/BULLYING

A student shall not physically or verbally harass another student, employee, or campus visitor. Harassment is the communication of negative actions, words or demeaning behavior toward students, employees, or campus visitors.

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 administration nor Board of Education.

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 (personal characteristic, quality, origin, status, disability, gender, health condition, physical appearance, or sexual orientation) and that causes or creates actual or reasonably foreseeable physical harm, damage, substantial interference with the educational process, a hostile educational environment, or substantial disruption of the orderly operation of the school or educational environment.

Consequences:

Minimum: School-Issued No Contact Order

**Sexual or racial harassment will result in OSS on the first offense. A second harassment confirmation/Bullying will result in OSS. Both the offender and victim's parents must be contacted per state law when a bullying claim has been substantiated.*

RULE 17: DISORDERLY CONDUCT

A student shall not behave in a disruptive manner in the classroom, halls, cafeteria, student center, or school grounds. Disruptive behavior would include being excessively loud, scuffling, running, etc.

Consequences:

Minimum: Detention

**Juvenile Authorities may be contacted.*

RULE 18: DANGEROUS INSTRUMENTS & NUISANCE ITEMS

A student shall not possess, handle or transmit a knife, razor, chain, or any other object that might reasonably be considered a weapon or dangerous instrument or any contraband materials (including, but not limited to) radios, games, cameras, electronic devices, shockers, etc.

Consequences:

Minimum: Detention

**Juvenile authorities will be contacted on the second offense.*

RULE 19: DAMAGE, DESTRUCTION, OR THEFT AND EXTORTION

A student shall not cause or attempt to cause damage or steal or attempt to steal the property of another student or of any other person or of the school district. The Pocahontas School District will attempt to recover damages from any student destroying school property. Parents of any minor student (under the age

18) are liable for damages caused by said minor. No student shall obtain or attempt to obtain something of value from another person either by physical force or by threat (illegal acts).

Consequences:

Minimum: In School Suspension

**Juvenile Authorities will be contacted on the second offense.*

RULE 20: DISTURBING THE PEACE

A student shall not in any manner intentionally cause the disruption of the school or school activities. A student shall not use violent, abusive, obscene, or profane language in regard to a teacher, principal, superintendent, student or other employee of the school system.

Consequences:

Minimum: In School Suspension

**Juvenile Authorities may be contacted.*

RULE 21: FORGERY AND/OR FALSIFICATION OF GENERAL INFORMATION

A student shall not forge another person's name to any pass or student scheduling information, nor falsify telephone numbers and addresses on general information forms, notes from home, improper hall or campus passes.

Consequences:

Minimum: In School Suspension

RULE 22: INSUBORDINATION

Disobedience toward a school official or disregard for directions or command.

Consequences:

Minimum: In School Suspension

RULE 23: LEAVING CLASS WITHOUT PERMISSION

After arrival on the school campus a student shall not leave a designated area without written permission from school authorities (hall passes).

Consequences:

Minimum: In School Suspension

**Juvenile Authorities will be contacted on the second offense.*

RULE 24: OBSCENE MATERIAL/LITERATURE

A student shall not possess, display, buy or sell obscene material/literature on school property, at a school function, or on an extracurricular activity.

Consequences:

Minimum: In School Suspension

**Depending on the type of material/literature, Juvenile Authorities and/or the Crimes Against Children Hotline may be contacted.*

RULE 25: PROFANITY, VERBAL ABUSE, OBSCENE GESTURES

A student shall not use profane, violent, vulgar, abusive or insulting language at any time. A student shall not use physical gestures that convey a connotation of obscene or highly disrespectful acts, infringe upon the rights of others, or cause or begin an overt and immediate disruption of the educational process.

Consequences:

Minimum: In School Suspension

RULE 26: SMOKING AND/OR POSSESSION OF TOBACCO

A student shall not smoke, use tobacco, use e-cigarettes (or similar products), or vaporizers/vapes in any school area or at any time. All students are prohibited by Arkansas Law (Act 728 of 1977) from smoking on a school bus. A student shall not have tobacco products, including lighters, in his/her possession in any school area or at any time.

Consequences:

Minimum: In School Suspension

**Juvenile Authorities will be contacted. Automatic 10 days of Out of School Suspension if CBD Oil or other synthetic equivalent.*

RULE 27: TRUANCY

A student shall not be absent from school without parents' and/or school authorities prior knowledge and consent. After arrival on campus, a student absent from his/her assigned learning station without permission from school authorities shall be considered as truant.

Consequences:

Minimum: In School Suspension

**Juvenile Authorities will be contacted on the second offense. Students cannot be assigned OSS for Truancy.*

RULE 28: FIGHTING

Fighting on school property during school hours or during extracurricular activities is prohibited. Any student who fights or commits any other act of violence may be reported to local authorities and may be charged with disturbing the peace, disorderly conduct, and/or assault and battery. The definition of a fight is to strike or attempt to strike another person with the intent of causing bodily harm.

Consequences:

Minimum: Out of School Suspension

**Juvenile Authorities may be contacted.*

RULE 29: INDECENT EXPOSURE AND SEXUAL ADVANCES

A student shall not deliberately commit indecent exposure in school; nor shall a student make improper sexual advances toward another person.

Consequences:

Minimum: Out of School Suspension

**Juvenile Authorities and/or the Crimes Against Children Hotline may be called.*

RULE 30: INFECTIOUS DISEASE

A student shall not fail to comply with recommendations of any school health official toward the control of infectious disease.

Consequences:

Minimum: Out of School Suspension

RULE 31: PERSISTENT DISREGARD FOR SCHOOL RULES

A student who persists in acts of misconduct after reasonable efforts have been made by the school to secure their cooperation is subject to further consequences. Efforts toward behavioral modification will be made prior to recommendation for expulsion, except in cases of an extremely severe nature. A FINS petition will be filed on the student's 11th referral.

Consequences:

Minimum: Out of School Suspension

**Juvenile Authorities will be contacted.*

RULE 32: TERRORISTIC THREATS

A student shall not threaten the health and safety of another student or employee in a manner, which causes fear and or anxiety; such threats include verbal and or written threats.

Consequences:

Minimum: Out of School Suspension (Indefinitely)

**Juvenile Authorities will be contacted. Students must be assessed by a mental health professional if a threat of death is made. Depending on the results, a recommendation for Homebound Services, Long-Term Suspension, or Expulsion for one calendar year will follow. Students will have the chance to receive credit via virtual learning.*

RULE 33: BOMB THREATS

A student shall not endanger the health and safety of students or employees by the threat of a bomb.

Consequences:

Minimum: Out of School Suspension (Indefinitely)

**Juvenile Authorities will be contacted. Students must be assessed by a mental health professional if a threat of death is made. Depending on the results, a recommendation for Homebound Services, Long-Term*

Suspension, or Expulsion for the remainder of the semester will follow. Students will have the chance to receive credit via virtual learning.

RULE 34: CONTROLLED SUBSTANCES

Students in possession of or under the influence of alcoholic beverages, controlled substances (illegal drugs), marijuana, material expressly prohibited by federal, state, or local laws, or any non-prescribed substance which alters behaviors on school property, at school functions, at the visited school, during extra-curricular activities.

Arkansas law prohibits the sale, or attempted sale or distribution, of any substance which the person selling, or attempting to sell or distribute, claims to be a controlled substance whether the claim is valid or not. (Fake Drugs, Designer Drugs, Look-alike Drugs, or any Controlled Substances).

Please refer to the District Pupil Policies for more information regarding Drug and Alcohol Policies.

Consequences:

Minimum: Out of School Suspension (Indefinitely)

**Juvenile Authorities will be contacted. Students must be assessed by a mental health professional if a threat of death is made. Depending on the results, a recommendation for Homebound Services, Long-Term Suspension, or Expulsion for the remainder of the semester will follow. Students will have the chance to receive credit via virtual learning.*

RULE 35: SALE OF ALCOHOLIC OR CONTROLLED SUBSTANCES

A student shall not be involved in the sale of alcoholic beverages, controlled substances (illegal drugs), or marijuana, designer drugs, look-alike drugs or any controlled substance, or other materials expressly prohibited by federal, state, or local laws on school property, at school functions, or at any extracurricular events, either home or away.

Consequences:

Minimum: Out of School Suspension (Indefinitely)

**Juvenile Authorities will be contacted. Students must be assessed by a mental health professional if a threat of death is made. Depending on the results, a recommendation for Homebound Services, Long-Term Suspension, or Expulsion for the remainder of the semester will follow. Students will have the chance to receive credit via virtual learning.*

RULE 36: HAZING

A student shall not attack, intimidate, play abusive tricks, or commit other acts of hazing as defined by state law toward students or employees. Hazing as defined by state law on or off the property of any school is a Class B Misdemeanor.

Consequences:

Minimum: Out of School Suspension (Indefinitely)

**Juvenile Authorities will be contacted. Students must be assessed by a mental health professional if a threat of death is made. Depending on the results, a recommendation for Homebound Services, Long-Term*

Suspension, or Expulsion for the remainder of the school year will follow. Students will have the chance to receive credit via virtual learning.

RULE 37: PHYSICAL ABUSE OR ASSAULT BY A STUDENT ON A SCHOOL EMPLOYEE

A student who commits assault and/or battery upon a member of the faculty or staff of the Pocahontas School District.

Consequences:

Minimum: Out of School Suspension (Indefinitely)

**Juvenile Authorities will be contacted. Students must be assessed by a mental health professional if a threat of death is made. Depending on the results, a recommendation for Homebound Services, Long-Term Suspension, or Expulsion for one calendar year will follow. Students will have the chance to receive credit via virtual learning.*

RULE 38: POSSESSION OF FIREARMS

No person, student or adult shall possess a firearm upon the developed property of the public or private schools or in or upon any school bus or at a designated bus stop as identified on the route list published by the school district each year.

Consequences:

Minimum: Out of School Suspension (Indefinitely)

**Juvenile Authorities will be contacted. Students must be assessed by a mental health professional if a threat of death is made. Depending on the results, a recommendation for Homebound Services, Long-Term Suspension, or Expulsion for one calendar year will follow. Students will have the chance to receive credit via virtual learning.*

RULE 39: BEHAVIOR NOT COVERED ABOVE

Pocahontas School District reserves the right to pursue disciplinary or legal action for behavior which is subversive to good order and discipline in the schools even though such behavior is not specified in the preceding written regulations.

Consequences:

Minimum: Verbal Warning

**Juvenile Authorities may be contacted.*

CONSEQUENCES OF MINOR OR MAJOR INFRACTIONS

The preceding lists of rules are considered major infractions to avoid. Disregard for any of these rules will result in disciplinary action(s) as listed below. Violations could occur on the school grounds at any time, off the school grounds at any school-supervised activity, function, or event, or en route to or from school or an event. Violations will be dealt with by school personnel on an individual basis and will include but are not limited to the list of punishments found below. The school official may use discretion in assignment of the appropriate punishment.

STUDENT SEATING CHANGE

Teachers are also encouraged to use proximity control as part of their classroom management. Teachers may assign students to a seat in a classroom or cafeteria to help control behaviors. Parents/Guardians may also request seating changes, when possible.

PARENT/GUARDIAN CONTACT

Teachers are encouraged to handle disciplinary actions inside the classroom. In minor incidents, teachers may ask a student to step out into the hall, and in their presence, allow them to call their parent/guardian to discuss their behavior. With help from the parents, many issues can be taken care of without disciplinary action.

COUNSELING

Counseling is professional assistance or guidance provided by various staff. Counseling is not meant to be punitive in nature, but instead to help teach and/or model appropriate behavior. Students can be assigned to any school staff for counseling.

VERBAL WARNING

Verbal Warnings are assigned for lower level offenses in which it is the student's first offense and/or no other interventions/consequences have been attempted. Verbal Warnings may be followed up by a phone call to the parents in some cases.

DETENTION

Detention is a form of consequence that does not require students to miss class time. Lunch Detention will be held daily from 10:50-11:27 and 11:52-12:29. After school detention will be held on Tuesdays and Thursdays from 3:25 - 4:25 p.m. and 3:25 - 5:25 p.m. Students will be required to do written work or a classroom assignment during the detention. Parent notification will be made on all Detention assignments via a student phone call to parents and/or a Disciplinary Referral Sheet.

SATURDAY SCHOOL

Saturday School is another form of consequence that does not require students to miss class time. Saturday School will be held from 8 a.m. until 11:45 a.m. every other Saturday during the school year. Students will be required to do written work or a classroom assignment during Saturday School. Parent notification will be made on all Saturday School assignments via a student phone call to parents and/or a Disciplinary Referral Sheet.

IN SCHOOL SUSPENSION (ISS)

In School Suspension will be held from 8:00 a.m. until 3:20 p.m. While serving In School Suspension, students will be treated as if they were at school regarding classroom work and assignments; however, since ISS functions as an alternative to Out of School Suspension, students will not be allowed to attend any school-sponsored activities during the school day during the imposed suspension, nor shall the student participate in any school-sponsored activities during the school day. Parent notification will be made on all In School Suspensions via a student phone call to parents and/or a Disciplinary Referral Sheet.

**Students with early dismissal times will be required to make up missed time if assigned to in school suspension).*

OUT OF SCHOOL SUSPENSION (OSS)

The length of an out of school suspension may range from one (1) to ten (10) days as determined by the principal or his/her designee. Parent notification will take place on all Out of School Suspensions via a student phone call to parents and a Disciplinary Referral Sheet. Students will not be allowed to attend or participate in any school-sponsored activities during or after the school day during the imposed suspension.

RECOMMENDATION FOR EXPULSION

The principal or his assistant in charge, may recommend that any student be expelled, for good cause, from the school and shall make said recommendation to the superintendent. The superintendent should include a written schedule for a hearing before the school board within ten (10) school days after receiving the recommendation of the principal in charge. Further details on the expulsion process are explained in the district student policy handbook.

Students refusing a punishment (Example: Refusal of Detention, Saturday School, or ISS) will receive Out of School Suspension. A second refusal may result in a FINS petition being filed with the Randolph County Court System.

EXCESSIVE DISCIPLINE REFERRALS

Listed below are the guidelines that will be used with students who experience repeated discipline referrals to the principal's office:

1. After the **3rd referral** (of any combination of offenses), a student will receive **a minimum of one day of Saturday School or In School Suspension.**
2. After the **5th referral** (of any combination of offenses), a student will receive **a minimum of three days of In School Suspension.**
3. After the **10th referral** (of any combination of offenses), a student will receive **a minimum of three days of Out of School Suspension and parents will be required to meet with the Principal or his/her designee to discuss a FINS petition.**
4. On the **11th referral** (of any combination of offenses), a student will receive **a minimum of three days of Out of School Suspension and a FINS petition will be filed for behavior problems while in school.**

Note: This policy excludes academic interventions and all other minor incident referrals. If any student's Individual Education Program (IEP), 504, or LPAC Plan conflicts with the above policies, the requirements of the student's IEP, 504, or LPAC Plan take precedence.

BUILDING PROCEDURES

ALTERNATIVE EDUCATION REFERRALS

Alternative Education (AE) is an intervention program consisting of classrooms within the Pocahontas Public School District. It is designed to eliminate traditional classroom barriers to learning for students whose academic and social progress are negatively affected by the student's personal situation and/or characteristics. The environment is conducive to learning and is not for punishment.

The Pocahontas Secondary AE Classroom is for students enrolled in grades seven through twelve. The classroom provides intervention services which are designed to address students' specific educational and behavioral needs including modifications by a 504 Plan or IEP. To be eligible, students may be referred by the student's own self, the student's parents/guardians, any classroom teacher, or paraprofessional, school counselor or administrator. Once the referral is made, students will be placed on a waiting list. Once a seat becomes available, a Placement Conference **is required** to determine the student's eligibility. To be placed in the AE classroom, students must exhibit two (2) or more of the identified qualifying characteristics. Due to the non-punitive goals of AE students will not be placed in the AE classroom solely based upon academic problems, behavior or disciplinary issues alone.

Qualifying Characteristics

Students may be in situations which negatively affect academic and social progress which could include the following:

1. Ongoing, persistent lack of proficiency in literacy and/or mathematics;
2. Frequent relocation of residency or homelessness;
3. Mental or physical health problems;
4. Physical, mental or sexual abuse;
5. Inadequate emotional support;
6. Pregnancy or single-parenting;
7. Personal or family problems or situations;
8. Disruptive behavior;
9. Recurring absenteeism; or
10. At-Risk for dropping out of school.

Upon entering the AE Classroom, students are allowed the full rights of students such as lunch with classmates and full access to activities, clubs and sports participation unless restricted by the team decision at the Placement Conference. Adjustments to the daily routine will be made by the facilitator and building principal. AE **is not** meant to be a permanent placement. Transition conferences **are mandatory** for those students moving back into the regular classroom.

CHANGE OF ADDRESS AND/OR PHONE NUMBER

Parents and/or students are to inform the office if they have a change of either address or phone number to help in addressing mailings and in case of emergency.

EMERGENCY DRILLS

All schools in the District shall conduct fire drills at least monthly. Tornado Drills shall also be conducted not fewer than three (3) times per year with at least one each in the months of September, January, and February. Fire drills will be held monthly. Students who ride in school buses, shall also participate in emergency evacuation drills at least twice each school year.

The District shall annually conduct an active shooter drill and school safety assessment for all District schools in collaboration with local law enforcement and emergency management personnel. The training will include a lockdown exercise with panic button alert system training. Students will be included in the drills to the extent that is developmentally appropriate for the age of both the students and grade configuration of the school.

Drills may be conducted during the instructional day or during non-instructional time periods. Other types of emergency drills may also be conducted to test the implementation of the District's emergency plans in the event of violence, terrorist attack, natural disaster, other emergency, or the District's Panic Button Alert System. Students shall be included in the drills to the extent practicable.

FIELD TRIPS

Field trips may be planned in consultation with the principal under the following conditions:

1. Trips will provide definite educational benefits.
2. Written permission from the parents has been secured for out-of-town trips.
3. The teacher has worked out a schedule with the place to be visited.
4. Students going to and from school sponsored events:
 - a. The school will provide transportation to and from all scheduled events for the teams, to and from all conventions, contests and festivals for any organizations that have secured approval of the principal for participation and for the trip.
 - b. The students ride the school transportation to and from the approved event unless authorized per board policy as listed below.
5. A student will be released to ride home with their parent/guardian upon request by the parent/guardian. The parent/guardian will be asked to verify the request, in writing, through a sign-out sheet provided by the sponsor. A parent/guardian may request that their child return from an event with another adult, rather than ride school transportation, if the child has received written authorization from a school administrator.
6. The administrator will only give approval if a written or verbal request has been received from the parent/guardian and if the child will be released to an adult at the event. The administrator must authorize the written request prior to the child leaving the school event. The child must then present the request to the approved school district sponsor of the event, in the presence of the adult who will be taking the child from the event.
7. The note of authorization will be kept on file for five (5) school days.
8. Sponsors must notify the school nurse of all field trips.
9. Sponsors must notify parents of any pertinent rules/procedures for the trip, in writing, prior to the trip.
10. ***Students are to keep in mind that all school and bus rules apply to field trips.***

LUNCHROOM

The lunchroom is a non-profit school-operated service that serves well-balanced meals at a low cost. All students who desire may eat in the lunchroom. Each student will be assigned a 4 digit PIN number by the food services personnel.

Students may pay in advance for meals in the cafeteria. School meals can be paid online through the EZSchoolPay. No student will be denied free lunches if they qualify for assistance. ***They are urged to make use of this assistance.***

No visitors will be allowed at lunch unless the visitor is conducting official school business, has approval from the administration, and must have a PJHS Visitor badge. All school approved visitors who eat in the cafeteria must pay the adult price.

Lunches provided for students from off-campus sources must be delivered to the principal's office by a parent or guardian. The student will pick up the meal in the office. ***The office will not call the student during class to pick up their meal.***

The student may not receive a delivery from the parking lot. Students are not allowed to receive meals by restaurant delivery services. Deliveries should not be made to the cafeteria or classroom.

MANDATED REPORTING

All staff of Pocahontas School District are Mandated Reporters under A.C.A. 12-18-402(b) and required to notify law enforcement if he or she has a good faith belief that there is a serious and imminent threat to the public based on a threat made by an individual regarding violence in or targeted at a school that has been communicated to the person in the course of his or her professional duties under A.C.A. 6-18-110(a). Staff are required to make every attempt to immediately notify law enforcement of the serious and imminent threat to the public within 24 hours of learning of the threat. This threat can be against oneself or another person (ex. Suicide or Homicide).

In all cases, the immediate supervisor of the staff member must be notified and the student must have a risk assessment performed by a mental health professional, indicating the student is not a risk to themselves or others, prior to returning to school. If the student is deemed to be a risk, that student will continue to be excluded from school under indefinite suspension. **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. A Manifestation Determination Conference must take place once a student with an IEP or 504 Plan's placement has changed 10 times (ex. 10 Days of OSS).**

MINOR & MAJOR INCIDENT REFERRALS

Minor Incident Referrals are incidents that have been addressed by classroom teachers and staff. Major Incident Referrals are incidents that have been addressed by administration. In both cases, referrals are placed into the Educator's Handbook program for documentation purposes. Major Incident Referrals will count as part of the Excessive Discipline Referrals Policy above and will lead to a FINS petition being filed. Minor Incident Referrals, however, will not count toward the Excessive Discipline Referrals Policy.

If a teacher sends a student to the office on a Major Incident Referral, administration will check to see if Minor Incident Referrals exist for that student from that staff member. If not, and the incident carries a Verbal Warning for the first offense, a Verbal Warning **will be** given. If the student has Minor Incident Referrals in place for the same action documented by the teacher, a Verbal Warning **will not be** given.

PLEDGE OF ALLEGIANCE

The Pledge of Allegiance shall be recited during the first class period of each school day. Those students choosing to participate shall do so by facing the flag with their right hands over their hearts, while reciting the Pledge.

Students choosing not to participate shall be quiet while either standing or sitting at their desks. 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.

SCHOOL DANCES

Pocahontas Jr. High School does not allow students from other schools or school districts at our dances. Just as any other extra-curricular activity, students are expected to follow all school rules established above (including School Dress Code). Failure to do so will result in disciplinary action. If a student leaves the dance, they may not re-enter.

SCHOOL MEAL MODIFICATIONS

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

1. Physicians, including those licensed by:
 - a. The Arkansas State Medical Board;
 - b. The Arkansas State Board of Chiropractic Examiners (Chiropractors);
 - c. The Arkansas Board of Podiatric Medicine (Podiatrists);
2. Nurse Practitioners (APRNs in family or pediatric practice with prescriptive authority);
3. Physician Assistants (PAs who work in collaborative practice with a physician);
4. and Dentists.

The medical statement should include:

1. A description of the student's disability that is sufficient to understand how the disability restricts the student's diet;
2. An explanation of what must be done to accommodate the disability, which may include:
 - a. Food(s) to avoid or restrict;
 - b. Food(s) to substitute;
 - c. Caloric modifications; or
 - d. The substitution of a liquid nutritive formula.

If the information provided in the medical statement is unclear, or lacks sufficient detail, the district's Director of Child Nutrition shall request additional information so that a proper and safe meal can be provided. When choosing an appropriate approach to accommodate a student's disability, the District will consider the expense and efficiency of the requested accommodations. The District will offer a reasonable modification that effectively accommodates the child's disability and provides equal opportunity to participate in or benefit from the program, which may include a generic version of a product.

Parents may file a grievance regarding the request for accommodations with the District's 504 Coordinator, who will schedule a hearing on the grievance to be held as soon as possible. The 504 Coordinator shall provide a copy of the procedures governing the hearing, including that the parent has the right to be accompanied by counsel, and the appeal process upon request. The district will not prepare meals outside the normal menu to accommodate a family's religious or personal health beliefs.

TELEPHONES (OFFICE)

Students are not to receive calls through the office except in extreme emergencies. All such calls should be made to the office. Students should ask permission and inform office personnel of the reason for calling before using the telephone. Any student needing to make a call (or send a text) from their **personal cell phone** should report to the office, and receive permission, before making any calls.

VISITORS & DELIVERIES

Non-Adult: Visiting students are not permitted. Children who are not old enough to attend school may not visit school with older brothers and sisters.

Adult: Parents or other adults are encouraged to visit the school and consult with teachers about the progress of their child. Teachers are available for this purpose but an appointment should first be made through the principal's office.

Parents and visitors may not go to classrooms without first clearing through the principal's office. The teacher shall ask any parent or visitor to report to the principal's office if they have not first reported to the office. Under no conditions are classes to be interrupted to call students to the phone unless an emergency exists. Parents may leave lunch money, books and other items that the child has forgotten at the office. The office personnel will see that this is given to the child when it does not interrupt the class.

All Valentine's Day deliveries will be delivered by the florist or other organization to the library from 9 a.m. to 1 p.m. They are to have the names of students on the item. The librarian will make a list of names as the items come in and try to keep it organized as much as possible. All parents who bring deliveries must first be checked into the office, then parents may take the deliveries to the library, where they will also need to have a list of names. Students are not allowed to go to the library on that day. When all deliveries are sorted, students will be called (a few at a time) to go to the library to pick up their Valentine's Day item.