

CURRICULUM AND INSTRUCTION

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5.1—EDUCATIONAL PHILOSOPHY

The Waldron School District assumes the responsibility of providing students attending its schools a high quality education that challenges each student to achieve to their maximum potential. The District shall endeavor to create the environment within the schools necessary to attain this goal. The creation of the necessary climate shall be based on the following core beliefs:

1. The Waldron School District is dedicated to the education of all students.
2. All students can be successful learners.
3. Students learn at different rates and in different ways.
4. A primary goal shall be to give students the skills they need to be life-long learners.
5. The education of all citizens is basic to our community's well-being.
6. Student achievement is affected positively by the involvement of parents and the community in the schools.
7. The District is responsible for helping cultivate good citizenship skills in its students.
8. Students reflect the moral and ethical values of their environment.
9. All people have a right to a safe environment.
10. Each person is responsible for his/her own actions.
11. Innovation involves taking risks.
12. Schools are responsible for creating the conditions that promote success.
13. Each person is entitled to retain his/her dignity.
14. All people have the right to be treated with respect and the responsibility to treat others respectfully.
15. For teachers to succeed in cultivating high student achievement, they need to be given the materials, training, and environment necessary to produce such results.

Date Adopted: June 28, 2004

Last Revised:

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district shall develop a comprehensive school improvement plan to address deficiencies in student performance based on analysis of students' grade-level benchmark assessments and other relevant data. The purpose of each plan shall be to ensure that all students meet the state assessment standards established by the State Board of Education, as well as student achievement goals established by the District.¹ A cumulative review of all academic improvement plans shall also be part of the data used to develop the comprehensive school improvement plan. Each plan shall be developed with administrator, teacher, other school staff, parent, community, and student (when appropriate) input and shall have as one of its components a plan for a parental involvement program.² Professional development activities are to be designed to meet the needs identified in each schools' plan. Each plan is to be reviewed annually and revised to meet the changing needs reflected in student data.

Any school in the district identified by the Arkansas Department of Education as failing to meet the established levels of academic achievement on the state's criterion-referenced tests shall revise its school improvement plan.³

The district shall develop, with appropriate staff and community input, a comprehensive district improvement plan. The plan shall coordinate the actions of the various comprehensive school improvement plans within the district. The district plan shall align district resources to help ensure all of its students attain proficiency on the Benchmark exams.⁴

Notes: Standards of Accreditation Checklist requires the board to approve the ACSIPs as evidenced in the board's minutes.

¹ Each school is required to hold at least an annual meeting to explain its goals, programs, and policies and to allow public input concerning the school's programs. (Standards 7.02.3)

² See A.C.A. § 6-15-1702 for a detailed listing of required components of the plan. The Model Policy Service has also provided a guide (See Supporting Information for Policies 6.11 and 6.12) for easier understanding of the language in the code. The Standards of Accreditation Checklist requires an annual meeting to be held to discuss student achievement and the "program."

³ For schools identified in school improvement, the revised plan must be filed with and approved by the ADE. (A.C.A. § 6-15-404(i)(2)(A)(i)(ii))

⁴ The school board is required to hold a public meeting by Nov. 15 of each year to discuss its "progress toward accomplishing its district's program objectives, accreditation standards, and proposals to correct deficiencies." (Standards 7.03.3.1)

Legal References: A.C.A. § 6-15-404 (i)(1)

A.C.A. § 6-15-404 (i)(2)(B)

A.C.A. § 6-15-404 (i) (2)(A)(i)(ii)

A.C.A. § 6-15-419(2)(B)(iii)

A.C.A. § 6-15-419(9)

A.C.A. § 6-15-419(12)

ADE Rules Governing the ACTAAP and the Academic Distress Program 3.10, 3.16, 8.0 – 8.04, 9.04

Arkansas Department of Education Rules for Governing Standards for Accreditation of Arkansas Public Schools and School Districts 7.0, 8.01, and 16.0 – 16.03.5 (The old Standards required the Student Services Plan be included in the ACSIP. While the new Standards do not specifically require it to be included in your ACSIP, prudence would still recommend it.)

Date Adopted: June 28, 2004

Last Revised: December 13, 2004; June 19, 2006

5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula are to be aligned with the curriculum frameworks and used to plan instruction leading to student proficiency on Arkansas' content standards. Curricula should be in alignment with the District's vision, mission, goals, and educational philosophy. Student achievement is increased through an integrated curriculum that promotes continuity and a growth in skills and knowledge from grade to grade and from school to school. Therefore, the Board desires that unnecessary duplication of work among the various grades and schools be eliminated and that courses of study and their corresponding content guides be coordinated effectively.

The Board of Education is responsible for reviewing and approving all instructional programs offered by the District as well as approving significant changes to courses or course materials before they are implemented. The Superintendent is responsible for making curriculum recommendations.

Each school shall review each curriculum area annually to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs and to ensure each area is aligned with the current curriculum frameworks and course content standards approved by the State Board of Education.¹ Each school's administration shall implement a monitoring process to ensure that the instructional content of each course offered is consistent with the content standards and curriculum frameworks approved by the State Board of Education.²

In addition to the requirements listed above, the district's administration shall work with staff as may be appropriate to ensure a successful transition to the implementation of the Common Core State Standards.

Notes: 1 A.C.A. § 6-15-101 requires school boards to adopt and implement the academic standards and expected outcomes that have been defined by the State Board. The Standards Checklist requires the adoption be noted in the district's board minutes.

2 A.C.A. § 6-15-1505(b) requires each district's superintendent to submit a letter of assurance to ADE by October 1 of each year that the content of each class and subject area is aligned to the content standards and curriculum frameworks developed by the state board under its plan developed pursuant to A.C.A. § 6-15-1502(a).

Legal References: Standards of Accreditation 9.01.2, 7.04.2
ADE Rules Governing the ACTAAP and the Academic Distress

Program 4.05

A.C.A. § 6-15-101
A.C.A. § 6-15-1505(a)

Date Adopted: June 28, 2004
Last Revised: July 18, 2011

5.4—STAFF DEVELOPMENT PROGRAM

The District shall develop and implement a plan for the professional development of its certified employees. The district's plan shall, in part, align district resources to address the professional development activities identified in each school's ACSIP. The plan shall describe how the district's categorical funds will be used to address deficiencies in student performance and any identified academic achievement gaps between groups of students. At the end of each school year, the district shall evaluate the professional development activities' effectiveness in improving student performance and closing achievement gaps.

Each certified employee shall receive a minimum of sixty (60) hours of professional development annually to be fulfilled between July 1 and June 30 or June 1 and May 31.¹ Professional development hours earned in excess of sixty (60) in the designated year cannot be carried over to the next year. Certified employees who are prevented from obtaining the required professional development hours due to their illness or the illness of an immediate family member as defined in A.C.A. § 6-17-1202 have until the end of the following school year to make up the deficient hours. Missed hours of professional development shall be made up with professional development that is substantially similar to that which was missed. This time extension does not absolve the employee from also obtaining the following year's required 60 hours of professional development.

The goal of all professional development activities shall be improved student achievement and academic performance that results in individual, school-wide, and system-wide improvement designed to ensure that all students demonstrate proficiency on the state criterion-referenced assessments. The district's professional development plan shall demonstrate scientifically research-based best practice, and shall be based on student achievement data and in alignment with the ADE Rules Governing Professional Development and current Arkansas code.

Teachers and administrators shall be involved in the design, implementation, and evaluation of the plan for their own professional development. The results of the evaluation made by the participants in each program shall be used to continuously improve the district's professional development offerings and to revise the school improvement plan.

Flexible professional development hours (flex hours) are those hours which an employee is allowed to substitute professional development activities, different than those offered by the district, but which still meet criteria of either the employee's Individual Improvement Plan or the school's ACSIP, or both. The district shall determine on an annual basis how many, if any, flex hours of professional development it will allow to be substituted for district scheduled professional development offerings. The determination may be made at an individual building, a grade, or by subject basis. The district administration and the building principal have the authority to require attendance at specific professional development activities. Employees must receive advance approval from the building principal for activities they wish to have qualify for flex professional development hours. To the fullest extent possible, professional development activities are to be scheduled and attended such that teachers do not miss their regular teaching assignments. Six (6) approved flex hours credited toward fulfilling the sixty (60) hour requirement shall equal one contract day. Hours of

professional development earned by an employee that is not at the request of the district and is in excess of sixty (60) or not pre-approved by the building principal shall not be credited toward fulfilling the required number of contract days for that employee.² Hours earned that count toward the required sixty (60) also count toward the required number of contract days for that employee. Employees shall be paid their daily rate of pay for professional development

hours earned at the request of the district that necessitate the employee work more than the number of days required by their contract.

Teachers and administrators who, for any reason, miss part or all of any scheduled professional development activity they were required to attend, must make up the required hours in comparable activities which are to be pre-approved by the building principal.

To receive credit for his/her professional development activity each employee is responsible for obtaining and submitting documents of attendance, or completion for each professional development activity he/she attends. Documentation is to be submitted to the building principal or designee.

Teachers and administrators are required to obtain sixty (60) hours of approved professional development annually over a five-year period as part of licensure renewal requirements. At least six (6) of the sixty (60) annual hours shall be in the area of educational technology.

Teachers are required to receive at least two hours annually of their sixty (60) required hours of professional development designed to enhance their understanding of effective parental involvement strategies.

Teachers who provide instruction in Arkansas history shall receive at least two (2) hours of professional development in Arkansas history as part of the sixty (60) hours required annually.

Personnel who are likely to use automated external defibrillators shall receive the training required by Rule. Such training shall count toward the required annual hours of professional development.

At least once every three (3) years, persons employed as athletics coaches shall receive training related to concussions, dehydration, or other health emergencies as well as students' health and safety issues related to environmental issues and communicable diseases.

All licensed personnel shall receive training related to child maltreatment within twelve (12) months of their initial licensure and/or the renewal of their license. The training curriculum shall be approved by the Arkansas Child Abuse/Rape/Domestic Violence Commission and may be substituted for the required hours of parental involvement on an hour-for-hour basis. For the purposes of this training, licensed personnel includes school social workers, psychologists, and nurses.

All licensed personnel shall receive training related to compliance with the district's antibullying policies.

Administrators are required to receive at least three hours annually of their sixty (60) required hours of professional development designed to enhance their understanding of effective parental involvement strategies and the importance of administrative leadership in setting expectations and creating a climate conducive to parental participation. Each administrator's professional development is required to also include training in data disaggregation, instructional leadership and fiscal management.

Teachers required by the superintendent, building principal, or their designee to take approved training related to teaching an advance placement class for a subject covered by the College Board and Educational Testing

Service, shall receive up to thirty (30) hours of credit toward the sixty (60) hours of professional development required annually.

Certified personnel may earn up to twelve (12) hours of professional development for time they are required to spend in their instructional classroom, office or media center prior to the first day of student/teacher interaction **provided** the time is spent in accordance with the state law and current ADE rules that deal with professional development. The hours may be earned through online professional development approved by the ADE provided the professional development relates to the district's ASCIP and the teacher's professional growth plan.

Teachers are eligible to receive fifteen (15) professional development hours for a college course that meets the criteria identified in law and the applicable ADE rules. The board shall determine if the hours earned apply toward the required sixty (60). A maximum of thirty (30) such hours may be applied toward the sixty (60) hours of professional development required annually.

Employees who do not receive or furnish documentation of the required annual professional development jeopardize the accreditation of their school and academic achievement of their students. Failure of an employee to receive sixty (60) hours of professional development in any given year, unless due to illness as permitted by law, shall be grounds for disciplinary action up to and including termination.

Approved professional development activities may include conferences, workshops, institutes, individual learning, mentoring, peer coaching, study groups, National Board for Professional Teaching Standards Certification, distance learning, internships, district/school programs, and approved college/university course work. Professional development activities should be consistent with the objectives developed by the National Staff Development Council Standards.

Notes: ¹ The Rules Governing Professional Development 4.02 require the district to choose the option it will follow and "document" its choice. The documentation may be noted

by the selection chosen for this policy and also in the district’s “plan” for professional development required by A.C.A. § 6-17-704(c)(1).

² The number of contract days may vary between employees, but the concern here is with the number of contract days specified in each individual employee’s contract.

Cross-Reference: Policy 3.6—CERTIFIED PERSONNEL EMPLOYEE TRAINING

Legal References: Arkansas State Board of Education: Standards of Accreditation 15.04
ADE Rules Governing Professional Development
A. C.A. § 6-10-122, 123
A.C.A. § 6-15-404(f)(2)
A.C.A. § 6-17-703
A.C.A. § 6-17-704
A.C.A. § 6-17-705
A.C.A. § 6-17-1202
A.C.A. § 6-15-1004(c)
A.C.A. § 6-15-1703
A.C.A. § 6-20-2303 (15)
A.C.A. § 6-61-133

Date Adopted:

Last Revised: July 18, 2011

5.5—SELECTION/INSPECTION OF INSTRUCTIONAL MATERIALS

The use of instructional materials beyond those approved as part of the curriculum/textbook program must be compatible with school and district policies. If there is uncertainty concerning the appropriateness of supplemental materials, the personnel desiring to use the materials shall get approval from the school's principal prior to putting the materials into use.

All instructional materials used as part of the educational curriculum of a student shall be available for inspection by the parents or guardians of the student. For the purposes of this policy, instructional materials is defined as instructional content provided to the student regardless of its format, including printed or representational materials, audio-visual materials, and materials in electronic or digital formats. The term does not include academic tests or academic assessments.

Parents or guardians wishing to inspect instructional materials used as part of the educational curriculum for their child may schedule an appointment with the student's teacher at a mutually agreeable time. Parents/guardians wishing to challenge the appropriateness of any instructional materials shall follow the procedures outlined in Policy 5.6—CHALLENGE OF INSTRUCTIONAL/SUPPLEMENTAL MATERIALS.

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

Note: This policy is to be developed in conjunction with parents.

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

Date Adopted: June 28, 2004

Last Revised:

5.6—CHALLENGE TO INSTRUCTIONAL/SUPPLEMENTAL MATERIALS

Instructional and supplemental materials are selected for their compatibility with the District's educational program and their ability to help fulfill the District's educational goals and objectives. Individuals wishing to challenge or express concerns about instructional or supplemental materials may do so by filling out a *Challenge to Instructional Material* form available in the school's office.

The contesting individual may present a copy of the form to the principal and request a conference be held at a time of mutual convenience. Prior to the conference, the principal shall consult with the teacher regarding the contested material. In the conference, the principal shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.

Following the conclusion of the meeting, the principal shall have five (5) working days to submit a summary of the concerns expressed by the individual and the principal's response to those concerns to the Superintendent¹.

If the contesting individual is not satisfied with the principal's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The Superintendent shall explain to the contesting individual the criteria used for the selection of the material and its relevancy to the educational program as well as any other pertinent information in support of the use of the material.²

Following the conclusion of the meeting, the Superintendent shall have five (5) working days to write a summary of the concerns expressed by the individual and the Superintendent's response to those concerns. The Superintendent shall create a file of his/her response along with a copy of the principal's response and a copy of the contesting individual's *Challenge to Instructional Material* form.

If, after meeting with the Superintendent, the contesting individual is not satisfied with the Superintendent's response regarding the appropriateness of the instructional or supplemental material, he/she may appeal the Superintendent's decision to the Board. The Superintendent shall present the contesting individual's *Challenge to Instructional Material* form to the Board at the next regularly scheduled meeting along with the written responses to the challenge. The Board may elect, if it so chooses, to hear brief verbal presentations from the parties involved in the challenge.

The Board shall decide at that meeting or their next regularly scheduled meeting whether to retain the material, limit the availability of the material, or remove the material from the school. The Board's primary consideration in reaching its decision shall be the appropriateness of the material for its intended educational use.

Notes: ¹ If your district has a curriculum coordinator or education director you might choose to have the process proceed to him/her if not resolved by the principal to the satisfaction of the contestant before having the appeal proceed to the Superintendent.

² Because the removal of instructional material can involve First Amendment Free Speech issues, ASBA advises the district seek legal advice. This can be done at whatever challenge level you choose, but should certainly be done at least by the time it reaches the board.

Legal Reference: 20 USCS 1232(h)(c)(C)

Date Adopted:

Last Revised: July 13, 2009

5.6F—REQUEST FOR RECONSIDERATION OF INSTRUCTIONAL OR SUPPLEMENTAL MATERIALS

Name: _____

Date submitted: level one _____ level two _____ level three _____

Instructional material being contested:

Reasons for contesting the material (be specific):

What is your proposed resolution? _____

Signature of receiving principal _____

Signature of curriculum coordinator _____

Signature of Superintendent _____

Date Adopted: June 28, 2004

Last Revised:

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

The ultimate authority for the selection and retention of materials for the schools' media centers rests with the Board of Education which shall serve as a final arbiter in resolving a challenge to any media center materials. Licensed media center personnel shall make the initial selections in consultation with school and district licensed staff. Materials selected shall be in accordance with the guidelines of this policy.

The purpose of the schools' libraries/media centers is to supplement and enrich the curriculum and instruction offered by the District. Promoting the dialogue characteristic of a healthy democracy necessitates the maintenance of a broad range of materials and information representing varied points of view on current and historical issues. In the selection of the materials and resources to be available in each library/media center consideration will be given to their age appropriateness. Materials should be available to challenge the different interests, learning styles, and reading levels of the school's students and that will help them attain the District's educational goals.

Selection Criteria

The criteria used in the selection of media center materials shall be that the materials:

1. Support and enhance the curricular and educational goals of the district;
2. Are appropriate for the ages, learning styles, interests, and maturity of the schools' students, or parents in the case of parenting literature;
3. Contribute to the examination of issues from varying points of view and help to broaden students understanding of their rights and responsibilities in our society;
4. Help develop critical thinking skills;
5. Are factually and/or historically accurate, in the case of non-fiction works and/or serve a pedagogical purpose;
6. Have literary merit as perceived by the educational community; and
7. Are technically well produced, physically sound (to the extent appropriate), and represent a reasonably sound economic value.

Retention and Continuous Evaluation

Media center materials shall be reviewed regularly to ensure the continued appropriateness of the center's collection to the school's curriculum and to maintain the collection in good repair. Those materials no longer meeting the selection criteria, have not been used for a long period of time, or are too worn to be economically repaired shall be withdrawn from the collection and disposed of. A record of withdrawn media materials including the manner of their disposal shall be maintained for a period of three years.

Gifts

Gifts to the media centers shall be evaluated to determine their appropriateness before they are placed in any media center. The evaluation shall use the same criteria as for all other materials considered for inclusion in the media centers. Any items determined to be unacceptable shall be returned to the donor or disposed of at the

discretion of the media specialist. The media centers shall have a list of desired items to give to prospective donors to aid them in their selection of materials to donate.

Challenges:

The parent of a student affected by a media selection, or a District employee may formally challenge the appropriateness of a media center selection by following the procedure outlined in this policy. The challenged material shall remain available throughout the challenge process.

Before any formal challenge can be filed, the individual contesting (hereinafter complainant) the appropriateness of the specified item shall request a conference through the principal's office with a licensed media center employee. The complainant shall be given a copy of this policy and the *Request for Formal Reconsideration Form* prior to the conference. The meeting shall take place at the earliest possible time of mutual convenience, but in no case later than five (5) working days from the date of the request unless it is by the choice of the complainant.

In the meeting, the media specialist shall explain the selection criteria and how the challenged material fits the criteria. The complainant shall explain his/her reasons for objecting to the selected material. If, at the completion of the meeting, the complainant wishes to make a formal challenge to the selected material, he/she may do so by completing the *Request for Formal Reconsideration Form* and submitting it to the principal's office.

To review the contested media, the principal shall select a committee of five (5) or seven (7) licensed personnel consisting of the principal as chair and at least one media specialist. The remaining committee members shall be personnel with curriculum knowledge appropriate for the material being contested and representative of diverse viewpoints. The task of the committee shall be to determine if the challenged material meets the criteria of selection. No material shall be withdrawn solely for the viewpoints expressed within it and shall be reviewed in its entirety and not selected portions taken out of context.

The principal shall convene a meeting after a reasonable time for the committee members to adequately review the contested material and the *Request for Formal Reconsideration Form* submitted by the complainant. The complainant shall be allowed to present the complaint to the committee after which time the committee shall meet privately to discuss the material. The committee shall vote by secret ballot to determine whether the contested material shall be removed from the media center's collection. A member from the voting majority shall write a summary of the reasons for their decision. A notice of the committee's decision and the summary shall be given (by hand or certified mail) to the complainant.

If the decision is to not remove the material, the complainant may appeal the committee's decision to the district Board of Directors by filing a written appeal to the Superintendent within 5 working days of the committee's decision or of written receipt of the decision. The Superintendent shall present the original complaint and the committee's decision along with the summary of its reasons for its position plus a recommendation of the administration, if so desired, to the Board within 15 days of the committee's decision. The Board shall review the

material submitted to them by the Superintendent and make a decision within thirty (30) days of receipt of the information. The Board's decision is final.

Legal Reference: A.C.A. § 6-25-101 et seq.

Date Adopted: June 28, 2004

Last Revised: July 10, 2008

5.7F—REQUEST FOR RECONSIDERATION OF LIBRARY/MEDIA CENTER MATERIALS

Name: _____

Date submitted: _____

Media Center material being contested:

Reasons for contesting the material. (Be specific about why you believe the material does not meet the selection criteria listed in policy 5.7—*Selection of Library/Media Center Materials*):

What is your proposed resolution?

Signature of receiving principal _____

Signature of Superintendent (if appealed) _____

Date Adopted: June 28, 2004

Last Revised: December 13, 2004; June 19, 2006

5.8—USE OF COPYRIGHTED MATERIALS

The Board of Education encourages the enrichment of the instructional program through the proper use of supplementary materials. To help ensure the appropriate use of copyrighted materials, the Superintendent, or his designee, will provide district personnel with information regarding the “fair use” doctrine of the U.S. Copyright Code as detailed in the “Agreement on Guidelines for Classroom Copying in Not-for-Profit Educational Institutions with Respect to Books and Periodicals” and “Guidelines for Educational Uses of Music.”

The District will not be responsible for any employee violations of the use of copyrighted materials.

Legal Reference: 17 USCS § 101 to 1010 (Federal Copyright Law of 1976)

Date Adopted: June 28, 2004

Last Revised:

5.9—COMPUTER SOFTWARE COPYRIGHT

The District shall observe copyright laws governing computer software reproduction. Unless specifically allowed by the software purchase agreement, the Copyright Act allows the purchaser of software to:

1. Make one copy of software for archival purposes in case the original is destroyed or damaged through mechanical failure of a computer. However, if the original is sold or given away, the archival copy must be destroyed;
2. Make necessary adaptations to use the program; and/or
3. Add features to the program for specific applications. These improvements may not be sold or given away without the copyright owner's permission.

The District shall abide by applicable licensing agreements before using computer software on local-area or wide-area networks.

Legal Reference: 17 USC § 117 Amended Dec. 12, 1980

Date Adopted: June 28, 2004

Last Revised:

5.10—RELIGION IN THE SCHOOLS

The First Amendment of the Constitution states that “Congress shall make no law respecting the establishment of religion, or prohibiting the free exercise thereof...” As the Supreme Court has stated (*Abington School District v. Schempp*, 374 U.S. 203) the Amendment thus, “embraces two concepts—freedom to believe and freedom to act. The first is absolute but, in the nature of things, the second cannot be.” Therefore, it is the Board’s policy that the school system, as an agency of the government, shall be neutral in matters regarding religion and will not engage in any activity that either advocates or disparages religion. The District shall assume no role or responsibility for the religious training of any student.

The need for neutrality does not diminish our school system’s educational responsibility to address the historical role of religion in the development of our culture. Since we live in a diverse society, the District’s goal shall be to address the subject of religion objectively in such a way that it promotes an understanding of, and tolerance for, each other’s religious or non-religious views.

Discussions concerning religious concepts, practices, or disciplines are permissible when presented in a secular context in their relation to an inclusive study of religion or to the study of a particular region or country. The discussions shall be so that they are objective and academically informational and do not advocate any particular form of religious practice.

Instructional activities in the schools that are contrary to a pupil’s religious beliefs or teachings shall be optional.

The teacher in charge of each classroom may, at the opening of school each day, conduct a brief period of silence with the participation of all students in the classroom who desire to participate.*

Students and employees may engage in personal religious practices, such as prayer, at any time, and shall do so in a manner and at a time so that the educational process is not disrupted.

*Legal Reference: A.C.A. § 6-10-115

Date Adopted: June 28, 2004

Last Revised:

5.11—PROMOTION/RETENTION/COURSE CREDIT FOR 9-12 SCHOOLS

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. Each school in the Waldron School District shall include in the student handbook, the criteria for promotion of students to the next grade as well as the criteria for being required to retake a course, if applicable. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention or required retaking of a course shall be included with the student's grades sent home to each parent/guardian or the student if 18 or older. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students, or their required retaking of a course shall be primarily based on the following criteria.¹ If there is doubt concerning the promotion or retention of a student, or their required retaking of a course, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held before a final decision is made. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal or his/her designee.

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Students who do not meet the satisfactory passing level on all general end-of-course (EOC) tests shall be required to participate in an individualized academic improvement plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan.

All students, unless exempted by the student's individualized education program (IEP), must successfully pass all **general EOC** assessments they are required to take. To receive academic credit in a course requiring a student to take a **general EOC** assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her AIP. A student is not eligible to graduate if he/she fails to receive academic credit in a course requiring a general EOC. Additionally, the lack of credit could jeopardize their grade promotion or classification.

All students, unless exempted by the student's IEP, must successfully pass the Algebra I EOC² assessment to receive academic credit for the course and be eligible to graduate from high school. This is a **high stakes** assessment and students failing to receive a passing score the first time they take the assessment must receive a passing score on a subsequent assessment or on an alternative assessment as provided by law.³

Students from an Arkansas public school who have completed and received credit on an Algebra I EOC assessment prior to the 2009-10 school year are not required to take the **high stakes** Algebra I EOC. Students **not** in grades 10, 11, or 12 in the 2009-10 school year who have taken Algebra I but not received proper academic credit on their transcript for the course

are now required to take the **high stakes** Algebra I test before they can receive academic credit for the course. Students **in** grades 10, 11, or 12 in the 2009-10 school year are exempt from the **high stakes** Algebra I assessment requirement, but must meet the **general EOC** assessment requirements to receive credit for the course.

Students transferring into the district from an out-of-state public, private, or home school or an Arkansas private or home school who can demonstrate by an official transcript that he/she has received academic credit for Algebra I is not required to take the Algebra I high stakes end of course assessment. The district, however, has the right to assess the student's education status to determine if the student possesses the requisite passing knowledge of Algebra I.

A student transferring into the district who does not have academic credit in Algebra I must take the Algebra I high stakes EOC assessment and meet its requirements to be eligible for graduation.

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

Notes: This policy is designed for upper level grades, but that may or may not include grades 7 and 8 depending on how your district's grades are configured. You will need to select the grades this policy covers and state that in the title. You will also have to choose, as noted in the following footnotes which paragraphs and/or sentences to include depending on what grades the policy will cover. There is also the problem of how to describe retention for high school grades since it is generally not done by whole grades, but rather is done by individual courses. At a minimum, it would probably help to include the criteria your district uses to identify eligibility for each high school grade.

¹ Insert the criteria your district uses for promotion/retention.

² An English II high stakes test will take effect in 2014-15; language referencing it will be added to the policy at that time.

³ Act 1307 of 2009 creates General and High Stakes EOC tests. The general EOC tests require a score of **proficient** to successfully pass the test. Students who don't reach the score have to participate in their AIP to receive credit for the course. This is potentially a lower threshold (depending on the AIP) than passing a subsequent test. The high stakes EOC test only requires a score of **passing** (Basic) to receive credit for the course. Students who don't reach the score have to successfully pass a subsequent or alternative test to receive credit for the course. This is a higher standard than required for the general exams.

Cross References: 3.30—PARENT-TEACHER COMMUNICATION
4.45—SMART CORE CURRICULUM AND GRADUATION
REQUIREMENTS

Legal References: A.C.A. § 6-15-402
A.C.A. § 6-15-1602
A.C.A. § 6-15-2001
A.C.A. § 6-15-2005
A.C.A. § 6-15-2009
State Board of Education: Standards of Accreditation 12.04.3
ADE Rules Governing the ACTAAP and the Academic Distress
Program 7.02-7.02.9, 7.03-7.03.7.3

Date Adopted:
Last Revised: July 18, 2011

5.12—PROMOTION/RETENTION/COURSE CREDIT FOR K-8 SCHOOLS

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. Each school in the Waldron School District shall include in the student handbook, the criteria for promotion of students to the next grade. Parents or guardians shall be kept informed concerning the progress of their student(s). Notice of a student's possible retention shall be included with the student's grades sent home to each parent/guardian. Parent-teacher conferences are encouraged and may be held as necessary in an effort to improve a student's academic success.

Promotion or retention of students shall be primarily based on the following criteria. If there is doubt concerning the promotion or retention of a student, before a final decision is made, a conference between the parents/guardians, teacher(s), other pertinent personnel, and principal shall be held. The conference shall be held at a time and place that best accommodates those participating in the conference. The school shall document participation or non-participation in required conferences. If the conference attendees fail to agree concerning the student's placement, the final decision to promote or retain shall rest with the principal.

Students who do not score proficient or above on their grade level Benchmark Exams shall be required to participate in an individualized Academic Improvement Plan (AIP). Each AIP shall be developed by school personnel and the student's parents and shall be designed to assist the student in attaining the expected achievement level. The AIP shall also state the parent's role as well as the consequences for the student's failure to participate in the plan, which may include the student's retention in their present grade.

In addition to the Benchmark Exam requirements, students who take a course requiring a general end-of-course (EOC) assessment must receive a score of proficient on the initial assessment or successfully participate in the AIP created for them to receive academic credit for the course and to be able to graduate. If the course is Algebra I, the student must take the high stakes EOC assessment and receive a score of passing on a subsequent assessment or receive a passing score on an alternative assessment as provided by law to be able to receive academic credit for the course and to be able to graduate.

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

Cross References: 3.30—PARENT-TEACHER COMMUNICATION
 5.11—PROMOTION/RETENTION/COURSE CREDIT FOR 8-12
SCHOOLS

Legal References: A.C.A. § 6-15-402
 A.C.A. § 6-15-1602
 A.C.A. § 6-15-2001
 A.C.A. § 6-15-2005
 A.C.A. § 6-15-2009

State Board of Education: Standards of Accreditation 12.04.3
ADE Rules Governing the ACTAAP and the Academic Distress
Program 7.02.7 -7.02.9, 7.03.7 - 7.03.7.3

Date Adopted: June 28, 2004
Last Revised: July 13, 2009

5.13—SUMMER SCHOOL

The Waldron School District shall offer remediation programs during the school year to those students in kindergarten through third grade (K-3) not performing at grade level.

Legal Reference: A.C.A. § 6-16-704

Date Adopted: June 28, 2004

Last Revised:

5.14—HOMEWORK

Homework is considered to be part of the educational program of the District. Assignments shall be an extension of the teaching/learning experience that promotes the student's educational development. As an extension of the classroom, homework must be planned and organized and should be viewed by the students as purposeful.

Teachers should be aware of the potential problem students may have completing assignments from multiple teachers and vary the amount of homework they give from day to day.

Parents shall be notified of this policy at the beginning of each school year.

Legal Reference: State Board of Education Rules & Regulations: Accreditation Standards 10.07

Date Adopted: June 28, 2004

Last Revised: December 13, 2004, June 11, 2007

5.15—GRADING

Parents or guardians shall be kept informed concerning the progress of their student. Parent-teacher conferences are encouraged and may be requested by parents, guardians, or teachers. If the progress of a student is unsatisfactory in a subject, the teacher shall attempt to schedule a parent-teacher conference. In the conference, the teacher shall explain the reasons for difficulties and shall develop, cooperatively with the parents, a plan for remediation which may enhance the probability of the student succeeding. The school shall also send timely progress reports and issue grades for each nine-week grading period* to keep parents/guardians informed of their student's progress.

The evaluation of each student's performance on a regular basis serves to give the parents/guardians, students, and the school necessary information to help effect academic improvement. Students' grades shall reflect only the extent to which a student has achieved the expressed educational objectives of the course.

The grading scale for all schools in the district shall be as follows.

- A = 100 – 90
- B = 89 – 80
- C = 79 – 70
- D = 69-60
- F = 59 and below

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 Advanced Placement (AP), International Baccalaureate (IB), and approved honor courses shall be one point greater than for regular courses with the exception that an F shall still be worth 0 points.

The final grades of students who transfer in for part of a semester will be determined by blending the grades earned in the district with those earned outside the district. Each final grade will be the sum of the percentage of days in the grading period transferred from outside the district times the transferred grade from outside the district plus the percentage of days in the grading period while in the district times the grade earned in the district.

For example: The grading period had 40 days. A student transferred in with a grade of 83% earned in 10 days at the previous school. The student had a grade of 75% in our district's school earned in the remaining 30 days of the grading period. 10 days is 25% of 40 days while 30 days is 75% of 40 days. Thus the final grade would be $.25 (83) + .75 (73) = 75.5\%$.

** For districts on a 4x4 block schedule the grading period should be adjusted.*

Legal References: A.C.A. § 6-15-902
State Board of Education: Standards of Accreditation 12.02
Arkansas Department of Education Rules and Regulations Governing
Uniform Grading Scales for Public Secondary Schools

Date Adopted: June 28, 2004

Last Revised: April 11, 2011

5.16L—GRADUATION REQUIREMENTS FOR THE CLASSES OF 2010-11, 2011-12, AND 2012-13

The number of units students must earn to be eligible for high school graduation are to be earned from the following categories. A minimum of 22 units is required for graduation for student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional 26 units to graduate for a total of 26 units. The additional required units may be taken from any electives offered by the district.¹ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan. Additionally, unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.²

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit (1/2 year)

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

- Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10

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

- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math

(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units

- Civics or Civics/American Government
- World History
- American History

Physical Education: one-half (1/2) unit

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

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

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Smart Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires 26 units for a total of 26 units to graduate which may be taken from any electives offered by the district.¹

CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

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

Science: three (3) units

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

Social Studies: three (3) units

- Civics or government, one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit

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

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

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires 26 units for a total of 26 units to graduate which may be taken from any electives offered by the district.¹

Notes: ¹ The Standards of Accreditation Unit has objected to the policy's previous implication (if you substituted a number greater than 22) that the ADE was requiring more than 22 units to graduate. Therefore, this sentence is necessary if your district requires more than 22 units. If you have specific requirements for the additional units, change the new sentence's wording to reflect those requirements.

² Due to the complications inherent in the phase in of the new EOC requirements under Act 1307 of 2009, it's important to know who is exempted from having to take the Algebra I test. Additionally, for the 2009-10 school year, it's necessary to know who is required to take the **high stakes** Algebra I test versus those students who only have to meet the **general EOC** assessment requirements to receive credit for the course. While it is best to have a copy of Act 1307 available for reference, here is a synopsis of the requirements applicable for the 2009-10 school year. Students who have completed and received credit on an Algebra I EOC assessment prior to the 2009-10 school year are not required to take the **high stakes** Algebra I EOC. Students **not** in grades 10, 11, or 12 in the 2009-10 school year who have taken Algebra I but not received proper academic credit on their transcript for the course are now required to take the **high stakes** Algebra I test before they can receive academic credit for the course. Students **in** grades 10, 11, or 12 in the 2009-10 school year are exempt from the **high stakes** Algebra I assessment requirement, but must meet the **general EOC** assessment requirements to receive credit for the course. Additional information is incorporated into Policy 5.11.

Cross Reference: Policy 4.45 SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2010-11, 2011-12, AND 2012-13

Legal Reference: State Board of Education; Standards of Accreditation 14.01

Date Adopted: June 28, 2004

Last Revised: April 11, 2011

5.16.1L—GRADUATION REQUIREMENTS FOR THE CLASS OF 2013-14 AND ALL CLASSES THEREAFTER

The number of units students must earn to be eligible for high school graduation are to be earned from the categories listed below. A minimum of 22 units is required for graduation for a student participating in either the Smart Core or Core curriculum. In addition to the 22 units required for graduation by the Arkansas Department of Education, the district requires an additional 26 units to graduate for a total of 26 units. The additional required units may be taken from any electives offered by the district.¹ There are some distinctions made between Smart Core units and Graduation units. Not all units earned toward graduation necessarily apply to Smart Core requirements. The provisions of a student's Individualized Education Plan (IEP) serve as his/her graduation plan. Additionally, unless exempted by a student's IEP, all students must successfully pass all end-of-course (EOC) assessments they are required to take or meet the remediation required for the EOC assessment to receive academic credit for the applicable course and be eligible to graduate from high school.²

SMART CORE: Sixteen (16) units

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

Oral Communications: one-half (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.)

- Algebra I or Algebra A & B* which may be taken in grades 7-8 or 8-9
- Geometry or Investigating Geometry or Geometry A & B* which may be taken in grades 8-9 or 9-10

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

- Algebra II
- Choice of: Transitions to College Math, Pre-Calculus, Calculus, Trigonometry, Statistics, Computer Math, Algebra III, or an Advanced Placement math

(Comparable concurrent credit college courses may be substituted where applicable)

Natural Science: three (3) units with lab experience chosen from

- Physical Science
- Biology or Applied Biology/Chemistry
- Chemistry
- Physics or Principles of Technology I & II or PIC Physics

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World History - one unit
- U. S. History - one unit

Physical Education: one-half (1/2) unit

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

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

Economics – one half (1/2) unit – dependent upon the certification of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.¹⁰

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student's contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Smart Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires 26 units for a total of 26 units to graduate which may be taken from any electives offered by the district.¹

CORE: Sixteen (16) units

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

Oral Communications: one-half (1/2) unit

Mathematics: four (4) units

- Algebra or its equivalent* - 1 unit
- Geometry or its equivalent* - 1 unit
- All math units must build on the base of algebra and geometry knowledge and skills.
- (Comparable concurrent credit college courses may be substituted where applicable)

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

Science: three (3) units

- at least one (1) unit of biology or its equivalent
- one (1) unit of a physical science

Social Studies: three (3) units

- Civics one-half (1/2) unit
- World history, one (1) unit
- U.S. history, one (1) unit

Physical Education: one-half (1/2) unit

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

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

Economics – one half (½) unit – dependent upon the certification of the teacher teaching the course, this can count toward the required three (3) social studies credits or the six (6) required Career Focus elective credits.³

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

CAREER FOCUS: - Six (6) units

All career focus unit requirements shall be established through guidance and counseling based on the student’s contemplated work aspirations. Career focus courses shall conform to the curriculum policy of the district and reflect state curriculum frameworks through course sequencing and career course concentrations where appropriate.

The Core and career focus units must total at least twenty-two (22) units to graduate. Additionally, the district requires 26 units for a total of 26 units to graduate which may be taken from any electives offered by the district.¹

Notes: ¹ The Standards of Accreditation Unit has objected to the policy’s previous implication (if you substituted a number greater than 22) that the ADE was requiring more than 22 units to graduate. Therefore, this sentence is necessary if your district requires more than 22 units. If you have specific requirements for the additional units, change the new sentence’s wording to reflect those requirements.

² Due to the complications inherent in the phase in of the new EOC requirements under Act 1307 of 2009, it’s important to know who is exempted from having to take the Algebra I test. Consult policy 5.11 for additional information.

³ The Rules specify the option is dependent upon the certification of the teacher. Specifically, if the course is taught by a licensed social studies teacher, both options exist. If the course is taught by a licensed business education teacher, the credit must be applied toward the career focus requirement.

Cross Reference: Policy 4.45.1 SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2013-14 AND ALL CLASSES THEREAFTER

Legal Reference: State Board of Education; Standards of Accreditation 14.02

Date Adopted: June 28, 2004

Last Revised: April 11, 2011

5.17L—HONOR ROLL AND HONOR GRADUATES

HONOR ROLL

Students in grades K-4 who make all A's and B's for the grading period will be recognized as honor roll students for that grading period.

Students in grades 5-8 who make all A's and B's for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester.

Students in grades 9-12 who participate in the Smart Core Curriculum and maintain a 3.00 GPA for the grading period will be recognized as honor roll students for that grading period. Semester grades will determine the honor roll at the end of each semester. Students may also be eligible for the A-B and principal's honor rolls based on their performance.

HONOR GRADUATES

Students who have successfully completed the minimum core of courses recommended for preparation for college as defined by the State Board of Higher Education and the State Board of Education and have a cumulative grade point average (GPA) of 3.25 will be designated as honor students. The GPA shall be derived from courses taken in public schools or accredited private schools in grades nine (9) through twelve (12).

Legal References: A.C.A. § 6-18-101 (a) (2)
 A.C.A. § 6-18-101 (b)

VALEDICTORIAN AND SALUTATORIAN

The honor student with the highest GPA who has attended Waldron High School for three of four high school years, and has completed three Advanced Placement Courses selected from three of the four core areas: English, Social Studies, Calculus or Biology, shall serve as the valedictorian of his/her graduating class.

The honor student with the second highest GPA who has attended Waldron High School for three of four high school years, and has completed three Advanced Placement Courses selected from three of the four core areas: English, Social Studies, Calculus or Biology, shall serve as the salutatorian of his/her graduating class.

Legal References: A.C.A. § 6-18-101 (a) (1)
 A.C.A. § 6-18-101 (b)
 A.C.A. § 6-61-217(a)

Date Adopted: June 28, 2004

Last Revised: January 10, 2005; June 19, 2006

5.17F— HONOR ROLL AND GRADUATE OPT OUT FORM

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to having the student named below publicly identified as an honor roll or honor graduate student.

Name of student (Printed)

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

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

Date Adopted: June 19, 2006

5.18—HEALTH SERVICES

The Board believes that healthy children promote a better learning environment, are more capable of high student achievement, and will result in healthier, more productive adults. Therefore, the goal of the District's health services is to promote a healthy student body. This requires both the education of students concerning healthy behaviors, as well as providing health care services to pupils.

While the school nurse is under the supervision of the school principal, the delegation of health care duties shall be in accordance with the Arkansas Nurse Practice Act and the Arkansas State Board of Nursing Rules and Regulations Chapter Five: Delegation of Nursing Care.

Date Adopted: June 28, 2004

Last Revised:

5.19—EXTRACURRICULAR ACTIVITIES – SECONDARY SCHOOLS

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments excepted)*. Additionally, a student's participation in, and the District's operation of, extracurricular activities shall be subject to the following policy. All students meeting this policy's criteria are eligible for extracurricular activities.

Definitions:

Extracurricular activities are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular classtime, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.

Academic Courses are those courses for which class time is scheduled, which can be credited to meet the minimum requirements for graduation, which is taught by a teacher required to have State certification in the course, and has a course content guide which has been approved by the Arkansas Department of Education. Any of these courses for which concurrent high school credit is earned may be from an institution of higher education recognized by the Arkansas Department of Education. If a student passes an academic course offered on a block schedule, the course can be counted twice toward meeting the requirement for students to pass four (4) academic courses per semester as required by this policy.

Supplemental Improvement Program is an additional instructional opportunity for identified students outside of their regular classroom and meets the criteria outlined in the current Arkansas Activities Association Handbook.

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, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.

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, three (3) of which shall be in the core curriculum areas specified by the Arkansas Department of Education's Standards of Accreditation of Arkansas Public Schools.

The second semester ninth-grade student meets the scholarship requirements for junior high if he/she has successfully passed (4) academic courses the previous semester which count toward his/her graduation requirements.

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

ACADEMIC REQUIREMENTS: Senior High

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

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

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 the Arkansas Activities Association (AAA) governing interscholastic activities.

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06
 Arkansas Activities Association Handbook

Date Adopted: June 28, 2004
Last Revised: June 30, 2005

5.19.1—EXTRACURRICULAR ACTIVITIES - ELEMENTARY

The Board believes in providing opportunities for students to participate in extracurricular activities that can help enrich the student's educational experience. At the same time, the Board believes that a student's participation in extracurricular activities cannot come at the expense of his/her classroom academic achievement. Interruptions of instructional time in the classroom are to be minimal and absences from class to participate in extracurricular activities shall not exceed one per week per extracurricular activity (tournaments or other similar events excepted with approval of the principal) All students are eligible for extracurricular activities unless specifically denied eligibility on the basis of criteria outlined in this policy.

A student may lose his/her eligibility to participate in extracurricular activities when, in the opinion of the school's administration, the student's participation in such an activity may adversely jeopardize his/her academic achievement. Students may also be denied permission to participate in extracurricular activities as a consequence of disciplinary action taken by the administration for inappropriate behavior.³

For the purposes of this policy, extracurricular activities are defined as: any school sponsored program where students from one or more schools meet, work, perform, practice under supervision outside of regular classtime, or are competing for the purpose of receiving an award, rating, recognition, or criticism, or qualification for additional competition. Examples include, but are not limited to, interscholastic athletics, cheerleading, band, choral, math, or science competitions, and club activities.

Legal References: State Board of Education Standards for Accreditation 10.05 and 10.06

Date Adopted: August 9, 2004

Last Revised: June 30, 2005

5.20—DISTRICT WEB SITE

The Waldron School District shall maintain a web page to provide information about its schools, students, and activities to the community. This policy is adopted to promote continuity between the different pages on the district web site by establishing guidelines for their construction and operation.

The Waldron School District web site shall be used for educational purposes only. It shall not create either a public or a limited public forum. Any link from any page on the District's site may only be to another educational site.¹ The web site shall not use "cookies" to collect or retain identifying information about visitors to its web site nor shall any such information be given to "third parties." Any data collected shall be used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.²

Each school's web page shall be under the supervision of the school's Web Master and the District's web site shall be under the supervision of the District's Web Master. They shall have the responsibility for ensuring that web pages meet appropriate levels of academic standards and are in compliance with these guidelines and any additional administrative regulations. To this end the District and School Web Masters shall have the authority to review and edit any proposed changes to web pages to ensure their compliance with this policy. All such editing shall be viewpoint neutral.

District and school web pages shall also conform to the following guidelines.

- 1) All pages on the District's web site may contain advertising and links only to educational sources.
- 2) The District's home page shall contain links to existing individual school's web pages and the school home pages shall link back to the District's home page. The District's home page may also include links to educational extracurricular organization's web pages which shall also link back to the District's home page.
- 3) Photos along with the student's name shall only be posted on web pages after receiving written permission from the student or their parents if the student is under the age of 18.³
- 4) The District's web server shall host the Waldron District's web site.⁴
- 5) No web page on the District web site may contain public message boards or chat rooms.
- 6) All web pages on the District web site shall be constructed to download in a reasonable length of time.
- 7) The District's home page shall contain a link to a privacy policy notice which must be placed in a clear and prominent place and manner.⁵

- 8) With the exception of students who may retain the copyright of material they have created that is displayed on a District web page, all materials displayed on the District web site are owned by Waldron School District.
- 9) Included on the District's web site shall be:⁶
 - a. Local and state revenue sources;
 - b. Administrator and teacher salary and benefit expenditure data;
 - c. District balances, including legal balances and building fund balances;
 - d. Minutes of regular and special meetings of the school board;
 - e. The district's budget for the ensuing year;
 - f. A financial breakdown of monthly expenditures of the district;
 - g. The salary schedule for all employees including extended contract and supplementary pay amounts;
 - h. Current contract information (not including social security numbers, telephone numbers, personal addresses or signatures) for all district employees;
 - i. The district's annual budget;
 - j. The annual statistical report of the district;
 - k. The district's personnel policies.

The information and data required in 9) above shall be the actual data for the previous two school-years and the projected data for the current school-year.

Note: ¹A link to either a non-educational web site or advertising from non-educational sources establishes your web site as a limited open forum which would require you to allow links and advertising to other non-educational sources unless you could demonstrate that they could be disruptive to your educational environment.

² **Note:** Collection of data from individuals under the age of 13 makes compliance with the Children's Online Privacy Protection Act (COPPA) more difficult and cumbersome. It's simply easier to have your policy state that you will collect no data on site visitors.

³ **Note:** This relates to the Family Educational Rights and Privacy Act (FERPA). Directory Information as defined by FERPA (see policy 4.13) allows for the release of a student's name, address, and phone number, but because of the potential for significantly greater exposure of the Internet than exists in print media, ASBA recommends limiting the release of Directory Information on the Internet to a student's photo along with their name **after** receiving written parental permission. Although it has not been definitively established by the U.S. Supreme Court, the vast increase in exposure offered by the Internet appears to dictate a more restrictive policy regarding the release of Directory Information as it relates to the Internet.

⁴ **Note:** If you choose to have your district's web site hosted by a server separate from your district make sure that they are willing to abide by the requirements of this policy, especially the advertising requirements.

⁵**Note:** See policy 5.20.1

⁶**Note:** a) through k) are required by A.C.A. § 6-11-129.

Legal References: A.C.A. § 6-11-129
 20 U.S.C. § 1232 g
 15 U.S.C. § 6501 (COPPA)

Date Adopted: June 28, 2004

Last Revised: July 18, 2011

5.20 F1—PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

I hereby grant permission to the Waldron School District to display the photograph or video clip of me/my student (if student is under the age of eighteen {18}) on the District’s web site, including any page on the site, or in other District publications without further notice. I also grant the Waldron School District the right to edit the photograph or video clip at its discretion.

The student’s name may be used in conjunction with the photograph or video clip. It is understood, however, that once the photograph or video clip is displayed on a web site, the District has no control over how the photograph or video clip is used or misused by persons with computers accessing the District’s web site.

Name of student (Printed)

Signature of student (only necessary if student is over 18)

Signature of parent (required if student is under 18)

Date

5.20.1—WEB SITE PRIVACY POLICY*

The Waldron School District operates and maintains a web site for the purpose of informing the citizens of the district about its activities. The web site does not use “cookies” or ISP addresses to collect or retain personally identifying information about visitors to its web site nor is any such information given to “third parties.” Any data collected is used solely for the purpose of monitoring site activity to help the district improve the usefulness of the site to its visitors.

The site serves no commercial purpose and does not collect any information from individuals for such purpose.

Photographs of students, when associated with the student’s name, shall not be displayed on any page of the district’s web site without the prior written consent of the parent (or the student if 18 or older).

The site provides for email communication between the District and individuals for the purpose of exchanging information regarding the District and its activities or between teachers and their students. The site may also provide for password protected communication between the District and its staff. ¹

¹**Note:** Include the portions of this paragraph that apply to your district.

***Note:** The language contained in both this Privacy Policy and the District Web Site policy has been carefully constructed with relation to the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Children’s Online Privacy Protection Act (COPPA). COPPA relates to the collection and dissemination of personally identifying information from children under the age of 13 from a website where such website or online service is operated for commercial purposes. The policies are also aimed at helping you avoid having your web site become a limited open forum. Establishing a limited open forum as it relates to the Internet would obligate your district to permit links from your site to essentially any other site unless you can demonstrate that a site could be disruptive to your educational environment. Before changing parts of either policy, ASBA urges you to call us for an opinion.

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

Date Adopted: June 28, 2004

Last Revised: July 10, 2008

5.21—ADVANCED PLACEMENT

Students who take advanced placement courses,¹ International Baccalaureate courses, or honors courses approved for weighted credit by the Arkansas Department of Education shall be graded according to the following schedule.

A = 100 – 90
B = 89 – 80
C = 79 – 70
D = 69-60
F = 59 and below

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

A = 5 points
B = 4 points
C = 3 points
D = 2 point
F = 0 points

Students taking AP or International Baccalaureate courses shall receive weighted credit as described in this policy. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable AP exam. Students who do not take the AP exam shall receive the same numeric value for the grade he/she receives in the course as if it were a non-AP course.²

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate courses, honors courses approved by the Arkansas Department of Education, and concurrent college courses taken for weighted credit at his/her previous school(s) according to the preceding scale.

Note: ¹ If your board chooses to adopt a policy allowing high school students to take college courses for weighted credit (as provided by A.C.A. § 6-15-902(c)(3)) insert “and concurrent college courses for weighted credit.”

² The Advanced Placement Rules (3.06) stipulate that students must take the applicable AP exam to receive weighted credit for the course. Because the state now pays the total cost of the AP exams and the student's score on the exam does not affect the student's grade for the course, students can reasonably be expected to take the test. By standardizing the timing of awarding weighted credit across Arkansas, all students will be on a level playing field regarding their GPA for college applications.

Legal References: Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools

ADE Rules Governing Advanced Placement Courses in the Four Core
Areas in High School
A.C.A. § 6-15-902(c)(1)
A.C.A. § 6-16-806

Date Adopted: June 28, 2004
Last Revised: July 10, 2008

5.22—CONCURRENT CREDIT

A ninth through twelfth grade student who successfully completes a college course(s) from an institution approved by the Arkansas Department of Education shall be given credit toward high school grades and graduation at the rate of one-half (1/2) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. Transcripts for students who take concurrent credit courses as partial fulfillment of the required full day of class for students in grades 9-12 (see Policy 4.44) are to be received by the school within 30 school days of the end of the semester in which the course is taken. Students may not receive credit for the course(s) they took or the credit may be delayed if the transcripts are not received in time, or at all. This may jeopardize students' eligibility for extracurricular activities, or graduation.

Students will retain credit applied toward a course required for high school graduation from a previously attended, accredited, public school.

Any and all costs of higher education courses taken for concurrent credit are the student's responsibility.

Legal Reference: A.C.A. § 6-15-902(c)(2)
Arkansas Department of Education Rules and Regulations: Concurrent
College and High School Credit for Students Who Have Completed the
Eighth Grade

Date Adopted: June 28, 2004

Last Revised: June 30, 2005, June 11, 2007

5.23—EQUIVALENCE BETWEEN SCHOOLS #1*

This policy not required since Waldron has only one building per grade span.

5.23—EQUIVALENCE BETWEEN SCHOOLS #2*

This policy not required since Waldron has only one building per grade span.

5.24L—STUDENT PARTICIPATION IN SURVEYS

Section One: No student shall be required to submit to a survey, analysis, or evaluation which is administered or distributed by a school, and is funded in whole or in part by any program administered by the U.S. Department of Education without the prior written consent of the parent/guardian that reveals information concerning the following:

1. political affiliations;
2. mental and psychological problems potentially embarrassing to the student or his family;
3. sex behavior and attitudes;
4. illegal, anti-social, self-incriminating, and demeaning behavior;
5. critical appraisals of other individuals with whom respondents have close family relationships;
6. legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
7. religious practices, affiliations, or beliefs of the student or student's parent; or
8. income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Section Two: No surveys shall be administered without the prior approval of the school principal. Any survey created by a third party, or funded, in whole or in part, as part of any US Department of Education administered program, containing one or more of the eight categories listed above shall be available to be inspected by a student's parent/guardian before the survey is administered or distributed by a school to a student. Parents/guardians shall have the right to deny permission for their child to participate in the taking of the survey. The school shall not penalize students whose parents/guardians exercise this option. The school shall take reasonable precautions to protect students' privacy during their participation in the administration of any survey, analysis, or evaluation containing one or more of the eight categories listed above.

Section Three: Parents or guardians wishing to inspect a survey, analysis, or evaluation shall be able to do so in the administrative office of the administering school where the surveys shall be available for inspection for a period of **five (5)** days (regular school days when school is in session) after the notice of intent to administer the survey is sent. Included in the notice shall be information regarding how the survey or questionnaire will be administered; how it will be utilized; and the persons or entities that will have access to the results of the completed survey or questionnaire. Parents may refuse to allow their student to participate before or after reviewing the survey or questionnaire.

The requirements of sections one, two, and three of this policy do not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA).

Section Four: Prior written parental permission is required before any survey or questionnaire (not including tests mandated by state or Federal law or regulation and standardized scholastic achievement tests) is administered to a student the responses to which are to be provided to a person or entity other than another public school, school district, or any branch of the Federal Government and which requests or requires a student to provide any of the eight (8) categories of information listed above and/or the following;

A student's name;

1. The name of the student's parent or member of the student's family;
2. The address, telephone number, or email address of a student or a member of a student's family;
3. A personal identification number, such as a social security number, driver's license number, or student identification number of a student or a member of the student's family;
4. Any information, the disclosure of which is regulated, or prohibited by any other state or federal law or regulation.

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

Notes: This policy is to be developed in conjunction with parents.

Parents must be "directly" notified of this policy, at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in the policy and include in the notice the specific or approximate dates (to the extent known) during the school year when these activities are scheduled. "Directly notified" in regard to this policy means by mail or email; inclusion in the student handbook does not meet the law requirements.

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

Date Adopted: June 28, 2004

Last Revised: June 19, 2006

5.24F1—OBJECTION TO PARTICIPATION IN SURVEYS, ANALYSIS, OR EVALUATIONS

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby note my objection to participation by the student named below in the following survey, analysis, or evaluation.

I choose not to have my student participate in the following survey, analysis, or evaluation.

Name of specific survey _____

____All surveys

Name of student (Printed)

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

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

5.24F2—PERMISSION TO PARTICIPATE IN A SURVEY, ANALYSIS, OR EVALUATION

I, the undersigned, being a parent or guardian of a student, or a student eighteen (18) years of age or older, hereby grant my permission for the student named below to participate in the following survey, analysis, or evaluation.

Name of survey _____

Name of student (Printed)

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

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

5.25—MARKETING OF PERSONAL INFORMATION

The Waldron School District shall not collect, disclose, or use personal information for the purpose of marketing or for selling that information or to otherwise provide that information to others for that purpose.¹

Personal information is defined, **for the purposes of this policy only**, as individually identifiable information including

1. a student or parent's first and last name,
2. a home or other physical address (including street name and the name of the city or town),
3. telephone number, and
4. social security identification number.

The district may collect, disclose, or use personal information that is collected from students for the exclusive purpose of developing, evaluating, or providing educational products or services for, or to, students or educational institutional such as the following:

1. College or other postsecondary education recruitment, or military recruitment;
2. Book clubs, magazines, and programs providing access to low cost literary products;
3. Curriculum and instructional materials used by elementary schools and secondary schools;
4. Tests and assessments used by elementary schools and secondary schools to provide cognitive, evaluative, diagnostic, clinical, aptitude, or achievement information about students (or to generate other statistically useful data for the purpose of securing such tests and assessments) and the subsequent analysis and public release of the aggregate data from such tests and assessments;
5. The sale by students of products or services to raise funds for school related or education related activities; and
6. Student recognition programs.

¹ While the law does allow a school or district to collect and disclose “personal information” for marketing purposes under certain circumstances, the requirements for doing so are such that ASBA recommends you simply not go there. If you're extremely determined to do so, look at 20 USC § 1232h (c) [NCLB Act of 2001, Part F, Section 1061 (c) (6)(E)(F)(i)(ii) to help you make your final decision.

Notes: This policy is to be developed in conjunction with parents.

Parents must be “directly” notified of this policy, at least annually at the beginning of the school year, and within a reasonable period of time after any substantive change in the policy.

Legal Reference: 20 USC § 1232h (c) [NCLB Act of 2001, Part F, Section 1061 (c) (1)(E), (2)(A)(C)(i), (4)(A), (5)(A)(i)(B), (6)(C)(E)]

Date Adopted: June 28, 2004

Last Revised:

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

The district shall have an alternative learning environment (ALE) which shall be part of an intervention program designed to provide guidance, counseling, and academic support to students who are experiencing emotional, social, or academic problems.

The superintendent or his/her designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. The team should consist of at least a school counselor, the ALE director or principal, a parent or legal guardian, and a regular classroom teacher.

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

- Disruptive behavior
- Drop out from school
- Personal or family problems or situations
- Recurring absenteeism
- Transition to or from residential programs

For the purposes of the ALE, personal or family problems or situations are conditions that negatively affect the student's academic and social progress. These may include, but are not limited to:

- Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
 - a. Abuse: physical, mental, or sexual
 - b. Frequent relocation of residency
 - c. Homelessness
 - d. Inadequate emotional support
 - e. Mental/physical health problem
 - f. Pregnancy
 - g. Single parenting

The teachers and administrator of the ALE shall determine exit criteria for students assigned to the district's ALE on which to base the student's return to the regular school program of instruction.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

Legal References: A.C.A. § 6-20-2305(b)(2)
 A.C.A. § 6-48-102, 103
 ADE Rules Governing the Distribution of Student Special Needs
 Funding and the Determination of Allowable Expenditure of These
 Funds – 3.01, 3.05, 4.00, and 8.0

Date Adopted: December 13, 2004

Last Revised: July 18, 2011

5.26.1—ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its overall effectiveness.

Date Adopted: December 13, 2004

Last Revised:

5.27—ENGLISH LANGUAGE LEARNERS

The district shall utilize the special needs funding it receives for identified English Language Learners on activities, and materials listed in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The expenditures of ELL supplemental funding shall be evaluated at least annually to determine their overall effectiveness.

Legal Reference: A.C.A. § 6-20-2305(b)(3)
ADE Rules Governing the Distribution of Student Special Needs Funding and the
Determination of Allowable Expenditure of These Funds – 3.04, 5.00, 8.00

Date Adopted: December 13, 2004
Last Revised: June 19, 2006

5.28—NATIONAL SCHOOL LUNCH ACT FUNDING EXPENDITURES

Funding received from the state based on the number of students eligible for free and reduced-priced meals under the National Student Lunch Act shall be expended in accordance with guidelines outlined in the ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds.

The district shall at least annually evaluate programs supported by NSLA funds to determine the effectiveness of the programs and to ensure they are providing intervention/prevention services designed to increase student achievement.

Legal Reference: A.C.A. § 6-20-2305(b)(4)
ADE Rules Governing the Distribution of Student Special Needs Funding and the
Determination of Allowable Expenditure of These Funds 3.06, 3.07, 3.10, 6.00, 8.00

Date Adopted: December 13, 2004

Last Revised: June 19, 2006

5.29—WELLNESS POLICY

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

The problem of obesity and inactivity is a public health issue. The board is keenly aware that it has taken years for this problem to reach its present level and will similarly take years to correct. The responsibility for addressing the problem lies not only with the schools and the Department of Education, but with the community and its residents, organizations and agencies. Therefore, the district shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students.

Goals

In its efforts to improve the school nutrition environment, promote student health, and reduce childhood obesity, the district will adhere to the Arkansas Rules Governing Nutrition and Physical Activity Standards in Arkansas Public Schools. Adhering to these Rules will include, but is not limited to district efforts to

1. Appoint a district school health coordinator who shall be responsible for ensuring that each school fulfills the requirements of this policy;
2. Implement a grade appropriate nutrition education program that will develop an awareness of and appreciation for nutrition and physical activity throughout the curriculum;
3. Enforce existing physical education requirements and engage students in healthy levels of vigorous physical activity;
4. Strive to improve the quality of physical education curricula and increase the training of physical education teachers;
5. Follow the Arkansas Physical Education and Health Education Frameworks in grades K-12;
6. Not use food or beverages as rewards for academic, classroom, or sports performances;
7. Ensure that drinking water is available without charge to all students;
8. Establish class schedules, and bus routes that don't directly or indirectly restrict meal access;
9. Provide students with ample time to eat their meals in pleasant cafeteria and dining areas;
10. Establish no more than nine (9) school wide events which permit exceptions to the food and beverage limitations established by Rule. The schedule of the events shall be by school, approved by the principal, and shall be part of the annual school calendar;
11. Abide by the current allowable food and beverage portion standards;

12. Meet or exceed the more stringent of Arkansas' or the U.S. Department of Agriculture's Nutrition Standards for reimbursable meals and a la' carte foods served in the cafeteria;
13. Restrict access to vended foods, competitive foods, and foods of minimal nutritional value (FMNV) as required by law and Rule;
14. Conform new and/or renewed vending contracts to the content restrictions contained in the Rules and reduce district dependence on profits from the sale of FMNV.
15. Provide professional development to all district staff on the topics of nutrition and/or physical activity;
16. Utilize the School Health Index available from the Center for Disease Control (CDC) to assess how well the district is doing at implementing this wellness policy and at promoting a healthy environment for its students;

Advisory Committee

To enhance the district's efforts to improve the health of our students, a School Nutrition and Physical Activity Advisory Committee (SNPAAC) shall be formed. It shall be structured in a way that ensures age-appropriate recommendations are made which correlate to our district's grade configurations.⁶ The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule.⁷ The overarching goal of the committee shall be to promote student wellness by monitoring how well the district is doing at implementing this policy. The SNPAAC shall use modules 1, 2, 3, 4, and 8 of the CDC's School Health Index as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment shall be included in each school's ACSIP, provided to each school's principal, and reported to the board.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq.
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.
A.C.A. §§ 20-7-133, 134, and 135
ADE Rules Governing Nutrition and Physical Activity Standards in
Arkansas Public Schools
Allowable Competitive Foods/Beverages - Maximum Portion Size List
for Middle, Junior High, and High School
Nutrition Standards for Arkansas Public Schools (Commissioner's
Memo FIN-06-106)

Date Adopted: April 17, 2006
Last Revised: June 11, 2007