

Section 5

CURRICULUM AND INSTRUCTION

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5.1—EDUCATIONAL PHILOSOPHY

We believe that the function of education at every level is to provide sound training in the fundamental ways of thinking, represented by history, science, literature, language, art, music, health and physical development, and the other disciplines in the course of mankind's long quest for usable knowledge, cultural understanding, and intellectual power. Therefore, the El Dorado Schools should strive to be an agency of intellectual development.

We have long known that children are different. It follows that to provide each child with the opportunity for equal development to his/her maximum abilities, we must have different programs which coincide with different abilities.

We believe, therefore, that the El Dorado Public Schools should seek to accomplish seven main goals.

1. Our schools should develop each child to the maximum of his/her abilities through provisions for unlimited extent of learning and unlimited breadth of learning experience. Special emphasis is given to communication skills and mathematical analysis.
2. Through a planned, organized program we should develop the student's understanding of the physical world and the individual's relation to it.
3. We should provide the opportunity for each child to develop to the maximum of his/her abilities through provisions for individual progress in social, emotional, moral, aesthetic, and physical development, along with attitudes and understanding essential for a well-adjusted person and his/her responsibilities as a contributing member of our democratic society.
4. We should make a sincere effort to keep parents and the community informed on students' progress and about the instructional program.
5. We should provide a curriculum so that it remains current with the changing needs of children and society; a program that helps children gain a respect for work, an appreciation of learning and the ability to think critically and creatively.

Each school will develop and implement programs that take advantage of educational opportunities outside the traditional classroom to better enhance student's performance on various student assessments.

Each school will provide needed alternative education for students not meeting standards, to include but not be limited to development and implementation of student Academic Improvement Plans (AIPs) alternative learning environments, and other activities to both remediate and enrich student academic life.

Date Adopted: 8/11/09

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district shall develop a comprehensive school improvement plan (AC SIP) to address deficiencies in student performance based on analysis of students' grade-level state-mandated 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. 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. Professional development activities are to be designed to meet the needs identified in each school's 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.

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.

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, and 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.)
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Date Adopted: 8/11/09

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.

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.

Human Growth and Development

The El Dorado Public Schools will teach the objectives in the state course content guides on sex education. This will not be done in designated sex education courses, but will be incorporated into the existing courses being taught. The following seven points adopted by the El Dorado School Board outlines the district's position on teaching human sexuality.

1. Health Classes will be segregated boy/girl classes.
2. Abstinence will be stressed and birth control will be taught in the framework of family life.
3. All audiovisuals will be screened in light of #2 above.
4. Scope and sequence to the state course content guides will be provided to teachers.
5. Additional training for staff members will be provided.
6. The entire program will be coordinated.
7. Parental approval will be required for participation in any human growth and development subject matter adopted beyond that included in the course content guides.

A curriculum review cycle should be established to address the continued relevancy, adequacy, and cost effectiveness of individual courses and instructional programs.

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 and A.C.A. § 6-15-1505(a)

Date Adopted: 8/11/09

Last Revised: 6/9/14

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.

Responsibility for Selection of Materials

The District staff has the responsibility for the selection of all instructional materials. The selection process involves the superintendent, assistant superintendent, principal, supervisors, teachers, material specialists, students, and parents, when applicable. The materials recommended by the staff shall be materials which:

1. Provide information and experiences that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and levels of maturity of the pupils served.
2. Provide information and experiences that will stimulate growth in factual knowledge, literary cultural appreciation, aesthetic values, and ethical standards.
3. Provide information which will enable pupils to make intelligent judgments in their daily lives.
4. Provide information on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media having social, political, economic, or scientific significance.
5. Provide information concerning our nation's many religious, ethnic, and cultural groups and their contributions to our heritage.
6. Place principle above personal opinion and reason above prejudice in order to assure a high quality comprehensive collection of media appropriate for the uses of the library.

Selection Procedure: Textbooks

Textbooks are adopted in accordance with the Arkansas Schedule of Textbook Adoptions (5.5S) A state selecting committee, composed of nine teachers appointed by the Director of Education, examines the samples of textbooks that are bid and interviews representatives of the publishers. The state selecting committee may recommend a maximum of nine series, and not less than six series, to the State Board for approval.

The Superintendent appoints a local selecting committee, composed of teachers from various grade levels and subject matter areas. This committee evaluates all textbooks approved by the State Board and makes a recommendation to the superintendent. These recommendations are referred to the Citizens Textbook Committee.

Upon examination of the recommended books, the Citizens Textbook Committee shall approve or reject the recommendation. If the recommendation is rejected, the teachers shall submit other recommendations for consideration in the same manner as the first recommendation. If the recommendation of the teachers is approved, the Citizens Committee shall prepare and send to the School Board its recommendation with reference to the textbooks examined.

Funds for the textbook program are appropriated by the Arkansas Legislature. These funds are allocated to each school district on the basis of the total number of students belonging as reported on the Annual Attendance Report the year before.

Citizens Textbook Committee

The purpose of the committee is:

- A. To make a study of textbooks in use in the public schools
- B. To study the textbooks recommended by the Teacher Selection Committee for use in the schools
- C. To make recommendations to the School Board relating to textbooks to the end that there shall be in use in the school system the highest quality textbooks available. The Board recognizes highest quality textbooks as:
 - 1. Textbooks that in the opinion of the Teacher Textbook Selection Committees cover the subject matter of the course in the best possible manner.
 - 2. Textbooks that whenever possible promote pride, confidence, and trust in our country, its traditions, and principles.
 - 3. Textbooks that refrain from partisan presentation of controversial political concepts.
 - 4. Textbooks that, in tenor and overall effect, are uplifting.

Relationship of Citizens and Teacher Textbook Selection Committees

Teacher Textbook Selection Committees shall recommend textbooks that best cover the subject matter of the course.

Citizens Textbook Committee shall study textbooks recommended with particular emphasis on sub-headings 1-4 of School Board concept of highest quality textbooks.

Selection Procedure: Films

- A. All films shown in the classroom must be previewed by the teacher using the film. The only exception will be when the film has been used previously and a description of the film is available for use both in planning the introduction and the follow-up discussion.
- B. Each principal will establish a committee to preview social studies films that have not been previously used by the school. This committee will be composed of at least two (2) parents and two (2) teachers. The school will not use new social studies films unless they have been approved by the committee.

Criteria for Selection of Instructional Materials

Materials are to be considered for purchase on the basis of the following criteria:

- a. Overall purpose
- b. Timeliness or permanence
- c. Importance of subject matter.
- d. Quality of writing/production
- e. Reading and popular appeal
- f. Authoritativeness
- g. Reputation of publisher/producer
- h. Reputation and significance of the author/artist/composer/producer, etc.
- i. Format and price
- j. Compatibility with general community morals and values
- k. Professionally prepared selection aids, such as School Library Journal, Library Journal, and Wilson Library Bulletin.

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: 8/11/09

5.6—CHALLENGE OF 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 following the outlined procedure.

Procedures for Dealing with Complaints

1. The teacher who used the materials and the complaint shall have a conference to see if the issue can be resolved. No student shall be required to use a book or instructional materials that are objectionable to his/her parents on moral or religious ground. The student may be assigned alternative selections consistent with the general educational goals of the school district.
2. If the issue cannot be resolved as stated in #1, the teacher who used the materials and the principal shall have a conference with the complainant(s) to discuss how the issue can be resolved.
3. The principal shall notify the superintendent of the complaint.
4. If the complainant(s) wishes to pursue the matter, a formal complaint form, 5.6F “Request for Re-evaluation of Books and Other Instructional Materials” shall be provided by the principal.
5. After the complaint form has been received by the superintendent, the following procedures shall be followed:
 - a. An ad hoc committee shall be appointed by the superintendent to be composed of the following: a teacher in the academic area of grade level concerned; a school librarian/instructional materials specialist; a principal; a parent; and a patron.
 - b. The committee shall read and examine the materials under question; check the general acceptance of the materials; weigh the values and faults against each other; base opinions on the materials as a whole and not on passages pulled out of context; discuss the materials in a meeting; and prepare a report for the superintendent.
 - c. The superintendent shall study the report and make a decision concerning the materials in question. The complainant shall be notified in a formal conference of the committee's finding and the superintendent's decision.
 - d. The complainant shall be advised of his/her right to appeal the decision of the superintendent to the Board of Education.

Date Adopted: 8/11/09

5.6F - REQUEST FOR REEVALUATION OF BOOK (S) AND OTHER INSTRUCTIONAL MATERIALS

Date _____

If you wish to submit a formal complaint about a textbook or other instructional materials used in the El Dorado Public Schools, please complete this form and return to the principal. Your concern will receive official consideration as outlined in school board policy.

1. Person requesting reevaluation:

Name _____ Phone No. _____

Address _____ Zip Code _____
(Residence)

2. Do you have a child (children) in the El Dorado Public Schools? Yes _____ No _____

3. Please give title, author, publisher, date of publication, director, production company, or any other information pertinent to the identification of materials under consideration (books, periodicals, films, recordings, etc.)

Teacher using material _____

School in which used _____

Grade Level _____ Subject _____

4. Please indicate by checking items in the list below, which aspects of this materials should be of primary concern in a reevaluation.

- | | | | |
|------------------|-------|--------------|-------|
| a. language | _____ | f. sex | _____ |
| b. illustrations | _____ | g. obscenity | _____ |
| c. politics | _____ | h. violence | _____ |
| d. race | _____ | i. other | _____ |
| e. religion | _____ | | |

5. In the next spaces, please explain in detail how the aspects that have been checked above apply to the material under consideration. Use an extra sheet or sheets if necessary.

6. Have you read, viewed, or listened to this material in its entirety?

Yes _____ No _____

7. Are you aware of the teacher's purpose in using this work?

Yes _____ No _____

8. What would you prefer the school do about this work?

- _____ Do not assign or recommend it to my child.
_____ Withdraw it from all students.
_____ Send it back to the proper department for reevaluation.

9. In this request, do you represent an organization?

Yes _____ No _____

(If your answer is yes, give the name and address of the organization.)

Date _____

Signature _____

5.6Fb - MATERIALS EVALUATION COMMITTEE REPORT FORM

(Attach extra pages if needed to complete statements)

Physical description of challenged materials: (author, title, publisher, copyright, producer, etc.)

Justification for inclusion of material (include theme and purpose)

Critics judgment of material: (if possible include copies of reviews indicating the source)

Materials Evaluation Committee's decision and comments: (include statements from majority and minority positions.)

Copies sent to:

Signatures of Committee Members:

Superintendent _____

Administrative Supervisor _____

Complainant _____

5.7—SELECTION OF LIBRARY/MEDIA CENTER MATERIALS

1. Selection of materials involves three steps. Librarians/materials center specialists: 1) ask teachers/students for a list of materials they want purchased 2) evaluate the requests in terms of selection criteria 3) consult with other staff as necessary to make final selections and place orders for materials. The materials recommended by the staff shall be materials which:

- a. Provide information and experiences that will enrich and support the curriculum, taking into consideration the varied interests, abilities, and levels of maturity of the pupils served.
- b. Provide information and experiences that will stimulate growth in factual knowledge, literary cultural appreciation, aesthetic values, and ethical standards.
- c. Provide information which will enable pupils to make intelligent judgments in their daily lives.
- d. Provide information on opposing sides of controversial issues so that young citizens may develop under guidance the practice of critical analysis of all media having social, political, economic, or scientific significance.
- e. Provide information concerning our nation's many religious, ethnic, and cultural groups and their contributions to our heritage.
- f. Place principle above personal opinion and reason above prejudice in order to assure a high quality comprehensive collection of media appropriate for the uses of the library.

2. In specific areas the materials specialist follows these procedures:

- a. Gift materials are judged by basic selection standards and are accepted or rejected by those standards.
- b. Multiple items of outstanding and much-in-demand media are purchased as needed.
- c. Worn or missing standard items are replaced periodically.
- d. Out-of-date or no longer useful materials are withdrawn from the collection.

Challenged Instructional Materials

No student shall be required to use a book or instructional materials that are objectionable to his/her parents on moral or religious grounds. The student may be assigned alternative selections consistent with the general educational goals of the school district.

Procedures for Dealing with Complaints

1. The teacher who used the materials, and the principal shall have a conference with the complainant(s) to discuss how the issue can be resolved.
2. The principal shall notify the superintendent of the complaint.
3. If the complainant(s) wishes to pursue the matter, a formal complaint form, 5.7F “Request for Reconsideration of Books and Other Instructional Materials” shall be provided by the principal.

4. After the complaint form has been received by the superintendent, the following procedures shall be followed:

- a. An ad hoc committee shall be appointed by the superintendent to be composed of the following: a teacher in the academic area of grade level concerned; a school librarian/instructional materials specialist; a principal; a parent; and a patron.
- b. The committee shall read and examine the materials under question; check the general acceptance of the materials; weigh the values and faults against each other; base opinions on the materials as a whole and not on passages pulled out of context; discuss the materials in a meeting; and prepare a report for the superintendent.
- c. The superintendent shall study the report and make a decision concerning the materials in question. The complainant shall be notified in a formal conference of the committee's finding and the superintendent's decision.
- d. The complainant shall be advised of his/her right to appeal the decision of the superintendent to the Board of Education.

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

Date Adopted: 8/11/09

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: 8/11/09

5.8—USE OF COPYRIGHTED MATERIALS

Use of Copyrighted Work in Face-to-Face Classroom

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.”

Use of Copyrighted Works in Digital Transmissions

Definitions

“Class session” means the length of time provided for students to access the materials necessary for the completion of course assignments and tests. Depending on the copyrighted work’s overall importance to the course, which can vary from a single assignment to an entire course focusing on the copyrighted work, the class session will end on:

- The date set by the teacher for an assignment to be submitted; or
- The date on the school calendar for the end of classes.

“Course packs” are premade compilations of book excerpts; newspaper, magazine, and journal articles; and instructor-authored materials.

“Mediated Instructional activities” includes textbooks, workbooks, and course packs.

“Transmission” is the remote accessing, whether on or off campus, by students of a copyrighted work by means of a closed circuit television, an educational television channel, or in a digital format on a password protected secure webpage.

The District recognizes that advances in technology have resulted in the need for guidelines for the use of copyrighted materials that are transmitted to students through a digital network. While the requirements to use a copyrighted work in a digital transmission have many similarities to those required to use a copyrighted work in a face-to-face classroom, Federal law places several additional requirements on the District’s teachers, IT staff, and librarians for the use of a digitally transmitted copyrighted work. The District is dedicated to providing the tools necessary for teachers, IT staff, and librarians to meet these additional Federal requirements.

The District shall make sure the server where materials are stored is secured, whether the server is located locally or remotely.

The District’s Informational Technologies staff shall develop the proper protocols and train teachers on their use in order to ensure:

1. The transmission of the copyrighted work is limited to only the students enrolled in the course;
 - Each student shall have a unique ID and password for accessing digital courses/materials; or
 - Each course shall have a unique password to access course materials; and

- The password to access the course materials shall be changed immediately following the close of the course.
2. To prevent students from retaining or further disseminating the copyrighted work for more than one class session;
- The print function will be disabled;
 - A transparency shall be placed over any literary work, sheet music, or photograph;
 - Audio and video transmissions will be set to be streamed; and
 - The link to the webpage with a copyrighted work shall be deactivated at the end of the applicable class session.

Teachers who wish to provide copyrighted works to students through a digital transmission as part of a digital course as well as teachers wishing to supplement a face-to-face classroom course with a digital transmission must meet applicable copyright statutes and policy 5.11—DIGITAL LEARNING COURSES as well as the following requirements in order to use a copyrighted work:

- A. The use of the copyrighted work(s), whether in whole or in part, must be a part of regular classroom instruction and must be directly related and of material assistance to the course content;
- B. The extent of a copyrighted work that is used must comply with one or more of the following criteria:
 - The entirety of a non-dramatic literary or musical work may be used. A non-dramatic literary work includes poems and short stories. A non-dramatic musical work covers all music that is not part of an opera or musical and does not cover the use of the music video format of a song.
 - Dramatic literary and musical works as well as videos may only be used in limited portions. Dramatic literary and musical works may only be used in the same amount as set forth in the requirements for a face-to-face classroom while videos, including music videos, may only have the portion used that is directly related to the subject of the class session and may not be transmitted in their entirety.
 - Still images or slides that a teacher would have used in the ordinary course of a face-to-face classroom session on a projector or a transparency may be used in a transmission.
 - Works primarily produced or marketed for use in the digital education market may not be transmitted.
 - Works the teacher had knowledge or reasonably believes to be unlawfully made or acquired may not be used.
 - Mediated Instructional activities may not be transmitted.
- C. A statement that works may be subject to copyright shall be placed in at least one of the following areas to provide notice to students of copyright status:
 - Course syllabus;
 - Home webpage for the course;
 - Webpage for the particular class session; and/or
 - webpage with the copyrighted work.

The teacher and the District librarian shall work together when making digital copies of copyrighted work from physical or analog versions and shall fulfill the following requirements:

- I. The amount converted is only the amount allowed by law; **and**
- II. The District has no digital copy of the copyrighted work available; **or**
- III. The District's digital copy of the copyrighted work that is available has technological protections that prevent the use of the copyrighted work in the manner prescribed by law.

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

Cross Reference: 5.11—DIGITAL LEARNING COURSES

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

Date Adopted: 8/11/09

Last Revised: 6/9/14

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: 8/11/09

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: 8/11/09

5.11—DIGITAL LEARNING COURSES

Definitions

For the purposes of this policy

“Blended Learning” is education in which instruction and content are delivered through supervised instruction in a classroom and online delivery of instruction with some element of student control over time, place, path, or pace.

“Digital Learning” means a digital technology or internet-based educational delivery model that does not rely exclusively on compressed interactive video (CIV). Digital learning includes online and blended learning.

“Highly Qualified Teacher” means a teacher who holds at least a Bachelor’s Degree and has demonstrated subject area competence in each of the core academic subjects in which the teacher teaches. A highly qualified teacher that delivers digital learning courses under these rules is not required to be licensed as a teacher or administrator by the State Board of Education. This definition, however, does not override the fact that Federal laws or regulations may require teachers in certain subject areas to hold a teaching license (e.g., special education teachers who teach core academic subjects).

“Instructional Materials” means:

1. Traditional books, textbooks, and trade books in printed and bound form;
2. Activity-oriented programs that may include:
 - a. Manipulatives;
 - b. Hand-held calculators;
 - c. Other hands-on materials; and
3. Technology-based materials that require the use of electronic equipment in order to be used in the learning process.

“Online Learning” is education in which instruction and content are delivered primarily over the Internet. The term does not include print-based correspondence education, broadcast television or radio, videocassettes, compact disks and stand-alone educational software programs that do not have a significant Internet-based instructional component.

Digital Course Offerings

The District shall offer one or more digital learning course(s) through one or more District approved provider(s) as either a primary or supplementary method of instruction. The courses may be in a blended learning, online-based, or other technology-based format and shall be tailored to meet the needs of each student.

All digitally offered courses shall meet or exceed the State Board of Education's curriculum standards and requirements and be capable of being assessed and measured through standardized or local assessments. Additionally, the District shall ensure there is sufficient infrastructure to handle and facilitate a quality digital learning environment.

As an approved digital learning provider, the District shall annually determine what District created digital learning courses it will provide to our students. The District may also choose to provide digital learning courses by contracting with outside providers of such courses, who have been pre-approved by

the Arkansas Department of Education (ADE). The School Board shall determine the provider method or combination of methods for the District. The Superintendent shall ensure that all digital learning courses provided to District students, regardless of the source of the course, have been approved by ADE.

District created digital courses and any digital courses the district purchases from outside providers shall adhere to the guidelines for the use of digitally transmitted copyrighted materials set forth in Policy 5.8-USE OF COPYRIGHTED MATERIALS as well as applicable statutory requirements.

The District shall require all outside providers to incorporate Policy 5.8 as a condition of the service contract. Failure of the outside provider to abide by Policy 5.8 shall constitute a breach of contract and the outside provider shall be responsible for any costs resulting from such breach.

Students must be physically present for each digital learning class he/she takes.

The District is responsible for providing all instructional materials for each student who enrolls in a District approved digital learning course.

Regardless of any other provisions of this policy, the District may restrict a student's access to digital courses when the student's school principal determines the student's participation in such a course would not be academically appropriate based on the student's past performance in digital courses. Furthermore, the student's school principal may revoke a student's eligibility to continue taking a digital learning course if the student's performance during the semester indicates the student is not succeeding in the course.

Cross References:

- 4.45—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASS OF 2018 AND THEREAFTER
- 4.45.1—SMART CORE CURRICULUM AND GRADUATION REQUIREMENTS FOR THE CLASSES OF 2015, 2016, AND 2017
- 5.8—USE OF COPYRIGHTED MATERIALS

Legal References:

- A.C.A. § 6-16-1401 et seq.
- ARKANSAS DEPARTMENT OF EDUCATION RULES GOVERNING THE DIGITAL LEARNING ACT OF 2013

Date Adopted: 6/9/14

Last Revised:

5.13—SUMMER SCHOOL

The El Dorado 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. The ACSIP (Arkansas Consolidated School Improvement Plan) of each school is designed to address the remediation needs of each student in kindergarten through sixth (K-6) and is approved by the Department of Education. As a result, a summer school program is not offered for grades K-6.

For grades seventh through twelfth (7-12), summer school is available to students for credit in certain courses subject to the payment of tuition approved by the Board of Education.

Legal Reference: A.C.A. § 6-16-704

Date Adopted: 8/11/09

5.14—HOMEWORK

Homework provides practice and application of effective study and work skills, which are essential if school, and independent time are to be used efficiently. Homework should be introduced in the early grades and continued throughout the student's schooling.

Homework assignments should fit the academic needs of each student, provide independent practice of skills previously taught, and be relevant to in-class studies. Students should receive prompt feedback on the quality of completed assignments and a record of homework will be kept by each teacher.

Parents are partners in this independent work experience. They should be fully informed at all times as to the nature and type of homework required.

Grades K - 2 - Homework assignments should not exceed thirty (30) minutes per day.

Grades 3 - 6 - Homework may be required by the teacher not to exceed one hour per day

Grades 7 - 12 - Homework may be required by the teacher not to exceed 45 minutes for any one academic subject. Teachers will coordinate their programs so that the total daily assignments do not exceed 2 1/2 hours. Less than the maximum is recommended for a normal cumulative daily assignment.

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

Date Adopted: 8/11/09

5.15—GRADING

Parents or guardians shall be kept informed concerning the progress of their student. In addition to the required 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 elementary schools shall send progress reports during the fourth or fifth week of each grading period and issue grades for each nine-week grading period to keep parents/guardians informed of their student's progress.

Grades 5 – 12 shall use an online method of communication and issue grades for each nine-week grading period to keep parents/guardians informed of their progress. Grades from the previous week will be posted by teachers by the following Tuesday, with the exception of long-term projects, interim assessments, and other tests which require additional grading time.

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

The grades of a child in foster care shall not be lowered due to an absence from school due to

- (1) A change in the child's school enrollment;
- (2) The child's attendance at a dependency-neglect court proceeding; or
- (3) The child's attendance at court-ordered counseling or treatment.

The 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

In addition, elementary schools (K – 4) will use the following grades for physical education, music, and art:

S = Satisfactory (Meets all expectations on a regular basis);

N = Needs Improvement (Inconsistent in performance); or

U = Unsatisfactory (Poor performance on a regular basis).

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

A = 4 points

B = 3 points

C = 2 points

D = 1 point

F = 0 points

The grade point values for AP 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. In order to receive weighted credit, students must take the AP Exam.

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.

COMPUTING SEMESTER GRADES FOR ELEMENTARY AND MIDDLE SCHOOL

The nine-week averages are computed using numerical percentages.

The semester grade will be averaged using the nine weeks percentages calculated at 50% each.

COMPUTING SEMESTER GRADES FOR JUNIOR HIGH AND HIGH SCHOOL

The nine-week averages are computed using numerical percentages.

Each nine-weeks grade counts 40% of the semester grade and the exam counts the remaining 20% of the semester grade. An example would be as follows:

1 st nine-weeks	85 (40%)	B
2 nd nine-weeks	77 (40%)	C
semester exam	79 (20%)	C

semester grade	80.6	B

The El Dorado High School Semester Exam Exemption Policy

This policy applies to all students, grades 9-12, for the **Spring Semester only**.

- a). Nine-weeks grades of A and/or B only.
- b). No more than 5 absences for the class (school trips do not count towards absences).
- c). Principal approval.

During the Spring Semester, for students who are exempt, the semester grade will be averaged using the nine weeks percentages calculated at 50% each.

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: 8/11/09
Last Revised: 6/9/14

5.17—HONOR ROLL AND HONOR GRADUATES

HONOR ROLL

Students in grades K-6 who maintain grades of A and B 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 7-12 who maintain a 3.5 or higher 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 in grades 7-12 who maintain a 3.0 – 3.49 GPA for the grading period and earn no grade in any subject below “B” will be recognized as merit list students for that grading period. Semester grades will determine the merit list at the end of each semester.

WEARERS OF THE GOLD

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 who maintain a 3.5 or higher GPA, with no grade below a “B” or no grade lower than a “C” in a weighted class, shall be wearers of the gold.

VALEDICTORIAN AND SALUTATORIAN

The honor student with the highest GPA and who has been enrolled in public school or an accredited private school in grades 9 through 12 and in El Dorado High School for his/her entire senior year shall serve as the valedictorian of his/her graduating class.

The honor student with the second highest GPA and who has been enrolled in public school or an accredited private school in grades 9 through 12 and in El Dorado High School for his/her entire senior year shall serve as the salutatorian of his/her graduating class.

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

Legal References:

- A.C.A. § 6-18-101 (a)(1)
- A.C.A. § 6-18-101 (a)(2)
- A.C.A. § 6-18-101 (b)
- A.C.A. § 6-18-101(e)
- A.C.A. § 6-61-217(a)

Date Adopted: 8/11/09

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.

Date Adopted: 8/11/09

5.20—DISTRICT WEB SITE

The El Dorado 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 El Dorado 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. 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.
- 4) The District's web server shall host the District's web site.
- 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.
- 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 the El Dorado School District.

- 9) Included on the District's web site shall be:
- 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.

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

Date Adopted: 8/11/09

Last Revised: 7/11/11

5.20.1—WEB SITE PRIVACY POLICY

The El Dorado 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 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.

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

Date Adopted: 8/11/09

5.20.1F—PERMISSION TO DISPLAY PHOTO OF STUDENT ON WEB SITE

I hereby grant permission to the El Dorado 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 El Dorado 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

5.21—ADVANCED PLACEMENT

Students who take advanced placement 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

For a student to be eligible to receive weighted credit for an AP, or IB course, the student's course must have been taught by an Arkansas licensed teacher who has received the appropriate training required by Arkansas statute and ADE Rule or, for an AP teacher, is in the process of completing an Additional Training Plan.

Additionally, students taking AP courses shall receive weighted credit they must take the applicable AP examination after completing the entire course. Credit shall be given for each grading period during the course of the year, but shall be retroactively removed from a student's grade for any course in which the student fails to take the applicable 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.

Students who transfer into the district will be given weighted credit for the Advanced Placement 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.

Legal References:	Arkansas Department of Education Rules and Regulations Governing Uniform Grading Scales for Public Secondary Schools ADE Rules For Advanced Placement International Baccalaureate Diploma Incentive Program A.C.A. § 6-15-902(c)(1) A.C.A. § 6-16-806
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Date Adopted: 8/11/09
Last Revised: 8/12/13

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 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.

A student who takes a three-semester hour remedial/developmental education course, as permitted by the ADE Rules Governing Concurrent College and High School Credit, shall be the equivalent of one-half unit of credit for a high school career focus elective. The remedial/developmental education course cannot be used to meet the core subject area/unit requirements in English and mathematics.

Participation in the concurrent high school and college credit program must be documented by a written agreement between:

- The District's student, and his or her parent(s) or guardian(s) if the public school student is under the age of eighteen (18);
- The District; and
- The publicly supported community college, technical college, four-year college or university, or private institution the student attends to take the concurrent credit course.

Students are responsible for having the transcript for the concurrent credit course(s) they've taken sent to their school in order to receive credit for the course(s). Credit for concurrent credit courses will not be given until a transcript is received. 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 10 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 earned through the concurrent credit program which was 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: 8/11/09
Last Revised: 8/12/13

5.23—EQUIVALENCE BETWEEN SCHOOLS

The El Dorado School District is committed to providing a quality education for all students in each of the district's schools. The equitable distribution of district resources is one means the district shall use to ensure all of its students receive a quality education. The Board directs that services in Title I schools, when taken as a whole, are substantially comparable to services in schools that are not receiving Title I funds. Curriculum materials, instructional supplies, and the percentages of highly qualified personnel shall be equivalent between all schools in the district when compared on a school-by-school basis. Specifically, the goal of the district is to have its students given an equitable opportunity to learn regardless of the school they attend within the district.

The Board understands that the equivalence between schools shall not be measured by such things as

1. Changes in enrollment after the start of the school year;
2. Varying costs associated with providing services to children with disabilities,
3. Unexpected changes in personnel assignments occurring after the beginning of the school year;
4. Expenditures on language instruction education programs and;
5. Other expenditures from supplemental State or local funds consistent with the intent of Title I.

Legal References: 20 USC § 6321(a),(b), and (c) [NCLB Act of 2001 Section 1120A]

Date Adopted: 8/11/09

5.24—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 reasonable period of time 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;

1. A student's name;
2. The name of the student's parent or member of the student's family;
3. The address, telephone number, or email address of a student or a member of a student's family;
4. 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;
5. 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.

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: 8/11/09

5.25—MARKETING OF PERSONAL INFORMATION

The El Dorado 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.

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 institutions 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.

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: 8/11/09

5.26—ALTERNATIVE LEARNING ENVIRONMENTS

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

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

The team is to be comprised of the following:

- a school counselor from the referring school;
- the ALE administrator and/or ALE teacher;
- the building principal or assistant principal from the referring school;
- a parent or legal guardian (if they choose to participate);
 - The District shall document its efforts to contact the student's parent or guardian to schedule a meeting or a phone call for a placement meeting at the parent or guardian's convenience, and maintain such documentation in the student's Student Action Plan (SAP).
- LEA special education/504 representative (if applicable);
- at least one (1) of the student's regular classroom teacher(s); and
- if the District so chooses, the student.

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

- a) Disruptive behavior;
- b) Dropping out from school;
- c) Personal or family problems or situations;
- d) Recurring absenteeism;

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:

- e) Ongoing, persistent lack of attaining proficiency levels in literacy and mathematics
- f) Abuse: physical, mental, or sexual;
- g) Frequent relocation of residency;
- h) Homelessness;
- i) Inadequate emotional support;
- j) Mental/physical health problems;
- k) Pregnancy; or
- l) Single parenting.

No later than five (5) school days after a student begins alternative education interventions, the Alternative Education Placement Team shall develop a signed agreement between the ALE, the parent or legal guardian (if

they choose to participate), and the student, outlining the responsibility of the ALE, parent or legal guardian, and the student to provide assurance that the plan for each student is successful.

No later than one (1) week after a student begins alternative education interventions, the Alternative Education Placement Team shall assess the student's current functioning abilities and all relevant social, emotional, academic, career, and behavioral information and develop an SAP outlining the intervention services to be provided to the student that is in compliance with the Arkansas Department of Education (ADE) Rules. The SAP may be revised from time to time by the ALE placement team and a positive behavior or transitional plan shall be developed and added to the SAP prior to a student's return to the regular educational environment.

The district's ALE program shall follow class size, staffing, curriculum, and expenditure requirements identified in the ADE Rules.

Legal References: A.C.A. § 6-20-2305(b)(2)
 A.C.A. § 6-48-101 et seq.
 ADE Rules Governing the Distribution of Student Special Needs Funding and the Determination of Allowable Expenditure of These Funds – 3.01, 4.00, and 8.0

Date Adopted: 8/11/09

Last Revised: 6/9/14

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. The evaluation shall specifically address how the use of ELL funds is in alignment with the district's ACSIP in addressing identified achievement gaps and student performance deficiencies.

Legal References: A.C.A. § 6-20-2305(b)(3)
 A.C.A. § 6-15-426(f)
 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: 8/11/09

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 which are in alignment with the district's ACSIP.

Legal References: A.C.A. § 6-20-2305(b)(4)
 A.C.A. § 6-15-426(f)
 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: 8/11/09

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 of Directors 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 Arkansas 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. To promote nutrition, physical activity, and other school based activities that will improve student wellness, the District has established the following goals.

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. The SNPAAC shall have the powers and responsibilities delegated to it by statute and Rule and are incorporated into this policy by reference. 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. Goals and objectives for nutrition and physical activity shall also be included in the ACSIP.

Parents, students, the District's teachers of physical education, school health professionals, the District School Board of Directors, the District's school administrators, members of the community, and representatives of the District's school food authority shall be included in the development, implementation, and periodic review of the District's wellness policy to the extent interested persons from each group desire to be included.

The SNPAAC shall provide recommendations to the school district concerning menus and other foods sold in the school cafeteria. Such recommendations shall be based, at least in part, on the information the Committee receives from the District on the requirements and standards of the National School Lunch Program and information and from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.

The District shall periodically assess, with input from the SNPACC, the District and individual schools' status regarding implementing this policy. The assessment shall be based, at least in part, on:

- the extent to which District schools are in compliance with this policy;
- the extent to which this policy compares to other model local school wellness policies; and
- a description of the progress made in attaining the goals of this policy.

The assessment results along with the content of the this policy shall be periodically reported to the public, including parents, students, and other members of the community.

Legal References: Richard B. Russell National School Lunch Act 42 U.S.C. § 1751 et seq. as amended by PL 111-296 (Section 204) of 2010. (Section 204 is codified at 42 U.S.C. § 1758(b))
Child Nutrition Act of 1966 42 U.S.C. § 1771 et seq.
A.C.A. § 6-20-709
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)

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