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5.0—ACADEMIC STANDARDS AND EXPECTED OUTCOMES FOR STUDENTS IN PRE K – 12 GRADES

The North Little Rock School District adopts the academic standards that are set forth by the Arkansas State Board of Education and the Arkansas Department of Education. The academic standards and the Arkansas Consolidated School Improvement Plan (ACSIP) will be reviewed annually. The expected outcomes for students in grades Pre K – 12 are that all students will obtain proficiency on the Arkansas Comprehensive Testing Accountability and Assessment Program (ACTAAP) examinations. Students that do not meet proficiency on the ACTAAP exams will be remediated. The district expects all schools to meet Adequately Yearly Progress as set forth by the Arkansas Department of Education.

Date Adopted: December 16, 2004

Last Revised: November 16, 2006

5.1—EDUCATIONAL PHILOSOPHY

The North Little Rock 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 District's vision statement will be developed with input from students, parents, business leaders, and other community members.
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. All people have a right to a safe environment.
9. Each person is responsible for his/her own actions.
10. Innovation involves taking risks.
11. Schools are responsible for creating the conditions that promote success.
12. Each person is entitled to retain his/her dignity.
13. All people have the right to be treated with respect and the responsibility to treat others respectfully.
14. For teachers to succeed in cultivating high student achievement, they need to be highly qualified and given the materials, professional development training, and environment necessary to produce such results.

Date Adopted: June 26, 1986

Last Revised: November 16, 2006

Last Revised: May 19, 2016

5.2—PLANNING FOR EDUCATIONAL IMPROVEMENT

Each school in the district shall develop an Arkansas comprehensive school improvement plan (CSIP) to address deficiencies in student performance based on analysis of students' grade-level State assessments and other relevant data. The purpose of a CSIP 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 CSIP. A CSIP 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 schools' CSIP. A CSIP is to be reviewed annually and revised to meet the changing needs as 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 assessments shall revise its CSIP.

The district shall develop, with appropriate staff and community input, a comprehensive district improvement plan. The District plan shall coordinate the actions of the various CSIPs within the district. The district plan shall align district resources to help ensure all of its students attain proficiency on State assessments.

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
 ADE 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 26, 1986
Last Revised: November 16, 2006
Last Revised: May 19, 2016

5.3—CURRICULUM DEVELOPMENT

Sequential curricula should be developed for each subject area. Curricula are to be aligned with State standards and used to plan instruction leading to academic achievement for all students. 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 those courses of study and their corresponding curriculum are 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 State standards approved by the State Board of Education. 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 personnel shall work with staff as may be appropriate to ensure a successful transitions to the implementation of the standards.

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 26, 1986
Revised: November 16, 2006
Last Revised: July 21, 2011
Last Revised: May 19, 2016

5.4—SCHOOL IMPROVEMENT TEAMS

The purpose of the School Improvement Teams is to review and analyze data/systems in order to make recommendations that maximize student learning. A team structure is officially incorporated into the school improvement plan. New school administrators shall receive a description of the teams' purposes and how each team is constituted

All teams shall create work plans for the year, which shall include specific work products for the team to produce. To aid in maintaining the work plan, all teams shall develop an agenda and keep minutes for each meeting. The school principal shall be responsible for maintaining a file of the agendas, work products, and minutes of all teams.

Leadership Team

Each school shall have a Leadership Team that leads the school improvement process. Each team shall include the principal, selected teachers and other support staff. Curriculum directors and/or coordinators shall be advisors to this team.

The Leadership Team shall meet for a minimum of (2) times each month during the school year. Based on school performance data, and student performance data, the Leadership Team shall make decisions and recommendations on curriculum, instruction, and professional development. In addition, the Leadership Team shall review the school improvement plan and serve as a conduit of communication to the rest of the faculty and staff

Instructional Teams

The teachers in each school shall belong to an instructional team. The instructional teams shall be organized by:

- a. Grade level;
- b. Grade level cluster; and/or
- c. Subject area.

Each Instructional Team shall appoint a chair for the school year who shall conduct the team meetings and may be part of the school Leadership Team if designated by the principal. Each Instructional Team shall meet at the principal's discretion.

The purpose of the Instructional Teams is to develop and refine units of instruction and review student learning data.

Legal References: ADE Rules Governing the
Arkansas Comprehensive Testing, Assessment and Accountability
Program
Arkansas Comprehensive School Improvement Plan Indicator 36
A.C.A. § 6-17-114
AG Opinion 2005-299

Date Adopted: April 21, 2016

Last Revised:

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.

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 26, 1986

Last Revised: November 16, 2006

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 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 appropriate director.

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 director where the individual shall present the same *Challenge to Instructional Material* form previously presented to the principal. The director 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 director shall have five (5) working days to write a summary of the concerns expressed by the individual and the director's response to those concerns. The director 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 the contesting individual is not satisfied with the director's response, the individual may, after the five (5) working day period, request a meeting with the deputy superintendent previously presented to the principal and director. The deputy 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.

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

If the contesting individual is not satisfied with the deputy superintendent's response, the individual may, after the five (5) working day period, request a meeting with the Superintendent previously presented to the principal and director. 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.

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 deputy superintendent, director and 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.

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

Date Adopted: June 26, 1986

Last Revised: November 16, 2006

Last Revised: May 19, 2016

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 director _____

Signature of deputy superintendent _____

Signature of superintendent _____

Date Adopted: June 26, 1986
Last Revised: November 16, 2006
May 19, 2016

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, a District employee, or any other resident of the district 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) of receipt of the information. The Board's decision is final.

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

Date Adopted: June 26, 1986

Revised: November 16, 2006

Last Revised: October 21, 2010

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 26, 1986
Last Revised: November 16, 2006

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”² 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: June 26, 1986

Last Revised: November 16, 2006

Last Revised: May 19, 2016

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 26, 1986

Last Revised: November 16, 2006

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.

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

A student or the student's parent can request the student's teacher accommodate the student's objection based on a religious belief to an instructional activity. Any such request must be made at least 5 school days prior to the assignment's due date. Any objection must be raised in accordance with this policy's requirements or it will not be considered.

The request must be made at least five (5) days prior to when the assignment is due. In the event of an appeal, the student will be given additional time to complete the original or alternative assignment, if offered, with no loss of credit or penalty for late work, at the conclusion of the appeal process.

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

(5) working days following the request. The Superintendent shall have five (5) working days in which to make a decision on the appeal which shall be final with no further right of appeal.

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

*Legal Reference: A.C.A. § 6-10-115

Date Adopted: June 23, 1987
Last Revised: November 16, 2006
Last Revised: May 19, 2016

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.

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.
 ADE RULES GOVERNING THE DIGITAL LEARNING ACT OF 2013

Date Adopted: May 19, 2016

5.12—PROMOTION/RETENTION/COURSE CREDIT FOR K-5 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 North Little Rock 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.

The North Little Rock School District expects all students to progress through each grade level (K-5) within one school year demonstrating growth in learning and meeting grade level standards of expected student achievement. Promotion or retention of students shall be primarily based on the following **criteria**:

*When a student is **identified** as being at risk for retention, opportunities for **remedial instruction** to assist the student in overcoming his/her academic deficiencies will be provided. **Parents** will be **notified** and a **conference** will be **held** so that the school and home may work together to help the child improve.

*Retention will be considered on an individual basis. **Factors** to be considered in retention should include . . .

- | | |
|----------------------------|--|
| 1.) current skill level | 5.) evaluative data |
| 2.) age/birthdate/maturity | 6.) benefits of retention |
| 3.) attendance | 7.) special services received by student |
| 4.) previous retention | 8.) rate of learning |

*A **committee** composed of the principal, counselor, a minimum of two teachers, and a parent will consider these factors and make the determination for retention or promotion. Parents who disagree with the decision of the committee may appeal to the Superintendent or his/her designee. The district has the final authority concerning retention of any student.

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 shall include the student's retention in their present grade.

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.

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: October 23, 1990
Revised: November 16, 2006
Last Revised: March 17, 2011

5.13—ACCELERATION FOR K-6 SCHOOLS

When high academic achievement is evident, a student may be recommended for acceleration into a higher grade.

The Process:

1. Recommendation by the teacher or parent.
2. Contact the Director for Gifted Programs to proceed with the process.
3. Data* gathering including but not limited to the following: Gifted Files, Intellectual Ability, Standardized Testing, Behavior Rating Scales, Grades, Teacher Interview, Student Interview, Parent Interview.
4. Committee meeting which includes but is not limited to the following: Gifted Programs Coordinator, current and previous teacher(s), gifted facilitator, parent(s)/guardian(s), counselor, school administrator
5. Decision is made and student is placed at the appropriate level.
6. The Gifted Programs Appeal Process may be requested.

**These data should indicate ability above grade level and concern that the student's needs may not be met at the present grade.*

Considerations:

1. There should be a comprehensive psychological evaluation of the child's intellectual functioning, academic skill levels, and social-emotional adjustment.
2. Intellectually, the child should have an IQ higher than average or have a level of mental development above the mean for the grade he or she desires to enter.
3. Academically, the child should demonstrate skill levels above the mean of the grade desired. If the child is high in several skill levels but low in only one, the child may be advanced to the appropriate grade if private tutoring is provided in the area of weakness. Conversely, some children's academic skill levels vary considerably. That is, they may be very far advanced in mathematics but just moderately above average in language arts or reading. For such children it may be best to keep them in grade but allow them to work with a higher grade only for the subject in which they are precocious.
4. Socially and emotionally, the child should be free of any serious adjustment problems. Additionally, the child should demonstrate a high degree of persistence and motivation for learning. However, in specific cases there may be serious adjustment problems caused by inappropriately low grade placement. In such cases, the problem may be alleviated by grade advancement.
5. Physically, the child should be in good health. The child's size should be considered only to the extent that competitive sports may be viewed as important in later years.

Date Adopted: November 16, 2006

Last Revised: November 16, 2006

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 26, 1986
Revised: November 16, 2006
Last Revised: October 21, 2010

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 midway of each quarter 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 affect 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;
- (3) The child's attendance at court-ordered counseling or treatment.

The grading for students in grades K-3 will be as follows:

Reporting Key	
Mastery	+
Introduced not mastery	-
Not introduced	(blank)
Satisfactory	S
Needs Improvement	N

*This is a standards based report card which will indicate to parents how their child is progressing through grade level standards.

The grading scale for 4th-12th grade students 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

Grade point average is computed for each student at the secondary level based on all letter grades the student has received for each semester's work using the above four point scale carried to two decimal places. A semester grade point average is computed on the grades from the two nine weeks' grading periods and the semester test grade. 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.

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: February 27, 1996
Revised: January 18, 2007
Last Revised: October 21, 2010
Last Revised: May 19, 2016
Last Revised: June 18, 2020

5.15.1—ELECTRONIC GRADING AND PARENT INFORMATION SYSTEM REPORTING

Parental involvement in their student's education is essential. Frequent communication allows parents and opportunity to know how well their student is progressing throughout a grading period. For that reason electronic grading software (GradeQuick) is provided to teachers to maintain a record of student work. Web based software (Edline) allows students and parents access to current grades and to view information posted by the teacher and the school. Regular communication with parents is desirable both from the teacher and from the school. Electronic communication is a useful tool but occasionally more information is required. A parent conference may be requested by either the teacher or the parent.

The type and amount of communication varies between elementary and secondary schools so guidelines vary between levels.

Elementary Schools

Parents will receive weekly folders for students in kindergarten through grade five containing information about their children's academic and behavioral progress. Edline will be used as tool to keep parents informed of their child's grades and as an informational tool. Individual school sites and teacher pages will be linked to Edline with vital information including homework assignments, upcoming school and district activities and events and class information. Principals will oversee the training of teachers to design and update their homework page and grades will be posted twice a month. Interim Reports will be generated using Edline and will be sent home in the weekly folder and can be viewed on Edline. The principal is responsible for the overseeing weekly folder and electronic grade reporting requirements.

Secondary Schools

Each secondary teacher will update the electronic grading system weekly by entering any grades earned by students during that week. The principal or designee will upload grade reports to Edline. Campuses with a block schedule or classes with project based activities may have a weekly period where grades are not recorded. District formative assessments and state mandated testing also may limit grade reporting some weeks. Therefore, teachers should indicate on Edline if there are no grades to report for the week.

The principal or designee will ensure that informational items such as school calendar, testing information, contact information, newsletter and required District information and forms are current on the Edline school homepage. The principal is responsible for the timely reporting of collected grades and should be contacted when grades are not reported by a teacher.

Board Adopted: September 15, 2011

5.16– Policy Deleted - Language moved to 4.45

In an effort to reduce duplicate policies, this policy has been deleted because it is covered by the student section policies 4.45 and the new 4.45.1. The consolidation of the policies into the student section should make it easier for districts to work from the policy manual when generating your student handbooks. We will retain the number 5.16 as a place holder for future model policy use.

Date Adopted:	August 18, 2005
Revised:	November 16, 2006
Revised:	July 16, 2009
Revised:	July 1, 2010
Revised:	August 16, 2012
Revised:	June 20, 2013
Last Revised:	July 18, 2013
Last Revised:	May 19, 2016

5.17—HONOR ROLL AND HONOR GRADUATES

HONOR ROLL

In grades K-5 honor roll selection will be made each nine weeks based on the following subjects: reading, English, spelling, mathematics, science/health, and social studies. If a student receives all A's, all B's, or a combination of A's and B's, he/she will be placed on the honor roll provided that no negative comments pertaining to behavior and/or work/study habits appear on the report card. Parents who do not want their child's name included on the honor roll must submit in writing a request to the building principal.

Students in grades K-5 who maintain a 3.0-4.0 grade point average (GPA) 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 6-12 who maintain a 3.0-4.0 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.

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 GPA of 3.5 will be designated as honor students. The GPA shall be derived from courses taken in public schools in grades nine (9) through twelve (12).

DISTINGUISHED HONOR GRADUATES

Students in the top 1% of the graduating class will be designated as distinguished honor graduates. This calculation is carried to two decimal places. To be eligible a student must be a full-time student, have no failing grades and hold no incomplete grades.

HONOR ROLL AND GRADUATE OPT OUT

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: November 21, 2002

Last Revised: November 16, 2006

Last Revised: May 19, 2016

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)

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 26, 1986

Last Revised: November 16, 2006

5.19—EXTRACURRICULAR ACTIVITIES Deleted moved to Policy 4.56

Date Adopted: April 26, 2005

Last Revised: November 16, 2006

Last Revised: May 19, 2016

5.19.1 – INTERSCHOLASTIC ATHLETICS

The Board of Education believes that individual students shall have opportunities to grow physically and intellectually through their experiences in self-discipline and their contribution to team effort made possible through competitive interscholastic athletics.

Interscholastic athletic competition for secondary school students will be provided in a variety of sports. Decisions regarding specific sports will be determined in consideration of the rules of the Arkansas Activities Association, availability of team sports in other AAAAA schools in the region, student interest and available resources. Students will be allowed to participate in individual sports on the basis of their physical condition and desire. Qualified staff will be provided for coaching and for the supervision of all athletic events.

The purpose of interscholastic athletic participation is both educational and recreational. The athletic program should encourage participation by as many male and female students as possible and should be conducted with the best interest of the participants as the primary consideration.

In addition to the numerous benefits for the personal development provided for participants, a well-organized and implemented interscholastic athletic program can serve as a positive influence on the morale of all students in the school, as well as for the entire community.

The interscholastic athletic programs of the District will be organized in consideration of the following general guidelines:

- A. The athletic program is an integral part of the high school or middle school curriculum and comes under the authority of the building principals to the same degree as all other school programs;
- B. The Director of Athletics shall be responsible for coordinating athletic programs in cooperation with the principal;
- C. All high school and middle schools shall be members of the Arkansas Activities Association. Interscholastic athletic competition shall be conducted in accordance with the rules and regulations promulgated by the Arkansas Activities Association, consistent with the philosophy of that Association and the National Federation of State High School Associations. Eligibility, transfers rules and other AAA guidelines shall be used to ensure fairness and equity;
- D. No student may practice or compete with any interscholastic athletic team until he or she has been examined and cleared for participation by a physician and written consent has been obtained from the parent/guardian on forms provided for that purpose;
- E. Secondary insurance against accident or injury will be provided for students participating in interscholastic athletics. Additional catastrophic coverage shall be provided by membership in the Arkansas Activities Association;
- F. Practice and competition for interscholastic athletics shall be scheduled so as to minimize interference with the academic program of each school. Each principal shall monitor athletic activities in order to avoid excessive encroachment upon other school activities;
- G. Academic eligibility for participation in interscholastic athletics shall be governed by rules of the Arkansas Activities Association, the Arkansas Department of Education and any other applicable rules adopted by the local Board of Education;

- H. Standards of conduct for interscholastic athletic participants shall be the responsibility of each coach or sponsor under the direct supervision of the Director of Athletics and school principal. No student shall compete while under suspension from classes; and
- I. Each principal or coach shall emphasize high standards of sportsmanship in order to maximize the teaching opportunities which athletics provide.

Adopted: April 26, 2005

Last Revised: October 19, 2006

5.19.2—EXTRACURRICULAR ACTIVITY ELIGIBILITY FOR HOME SCHOOLED STUDENTS

Home-schooled student means a student legally enrolled in an Arkansas home school and who meets or has met the criteria for being a home-schooled student, as established by A.C.A. § 6-15-503.

Interscholastic activity means an activity between schools subject to regulations of the Arkansas Activities Association that is outside the regular curriculum of the school district, such as an athletic activity, fine arts program, or a special interest group or club.

Each school in the District shall post on its website its schedule of interscholastic activities, including sign-up, tryout, and participation deadlines, at least one semester in advance of those activities. A hard copy of the schedule shall be available upon request.

Home-schooled students whose parents or guardians are legal residents of the school district will be permitted to pursue participation in an interscholastic activity in the student's resident school zone as permitted by this policy. Although not guaranteed participation in an interscholastic activity home-school students who meet the provisions of this policy, AAA Rules, and applicable Arkansas statutes shall have an equal opportunity to try out and participate in an interscholastic activities without discrimination.

To be eligible to try out and participate in interscholastic activities, the student or the parent of a student shall mail or hand deliver the student's request to participate to the student's school's principal before the signup, tryout or participation deadline established for traditional students. Additionally, the student shall demonstrate academic eligibility by obtaining a minimum test score of the 30th percentile or better in the previous 12 months on the Stanford Achievement Test Series, Tenth Edition; another nationally recognized norm-referenced test; or a minimum score on a test approved by the State Board of Education.

A student who meets the requirements for eligibility to participate in an interscholastic activity is required to register for no more than one course in the District's school where the student is intending to participate in an interscholastic activity.

The student shall regularly attend the class in which the student is registered beginning no later than the eleventh (11) day of the semester in which the student's interscholastic activity participation is desired. The student must attend the practices for the interscholastic activity to the same extent as is required of traditional students.

A home-schooled student who has met the try out criteria; and who has been selected to participate in the interscholastic activity shall meet the following criteria that also apply to traditional students enrolled in the school:

- standards of behavior and codes of conduct;
- attend the practices for the interscholastic activity to the same extent as is required of traditional students;
- permission slips, waivers, physical exams; and
- participation or activity fees.

Students who participate in extracurricular or athletic activities under this policy will be transported to and from the interscholastic activities on the same basis as other students are transported.

A student who withdraws from an Arkansas Activities Association member school to be home-schooled shall not participate in an interscholastic activity in the resident school district for a minimum of three hundred sixty-five days after the student withdraws from the member school.

Legal References: A.C.A. § 6-15-509
 Arkansas Activities Association Handbook

Date Adopted: July 18, 2013
Last Revised: August 13, 2013

5.20—DISTRICT WEB SITE

The North Little Rock 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 North Little Rock 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.

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 school 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 or third party vendor's server shall host the North Little Rock School 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 North Little Rock 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.
- l. Required Federal reporting.

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: November 16, 2006
Revised: November 16, 2006
Revised: July 21, 2011
Last Revised: August 18, 2011

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

I hereby grant permission to the North Little Rock 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 North Little Rock 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 North Little Rock 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.

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

Date Adopted: November 16, 2006

Last Revised: July 16, 2009

5.21—ADVANCED PLACEMENT

Students who take Advanced Placement (AP) courses, International Baccalaureate (IB) 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.¹

Students who transfer into the district will be given weighted credit for the Advanced Placement courses, International Baccalaureate, 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 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)

Date Adopted: June 26, 1986
Revised: November 16, 2006
Last Revised: October 21, 2010

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 (1) high school credit for each three (3) semester hours of college credit. Unless approved by the school's principal, **prior to enrolling for the course**, the concurrent credit shall be applied toward the student's graduation requirements as an elective.

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 an 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 are to be received by the school within 2 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, graduation, or timely summer school determinations.

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: November 16, 2006
Revised: October 21, 2010
Last Revised: June 20, 2013
Last Revised: May 19, 2016

5.23—EQUIVALENCE BETWEEN SCHOOLS

The North Little Rock 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. Services in all schools will be substantially comparable. Curriculum materials, instructional supplies, and the percentages of highly qualified personnel shall be equivalent between all schools in the district when compared on a grade-span by grade-span basis¹, 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 Reference: 20 USC § 6321(a),(b), and (c) [NCLB Act of 2001 Section 1120A

Date Adopted: November 16, 2006

Last Revised: November 16, 2006

Last Revised: May 19, 2016

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 period of ten (10)* 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;

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: November 16, 2006
Last Revised: November 16, 2006
Last Revised: May 19, 2016

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 North Little Rock 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: May 19, 2016

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 his/her designee shall appoint an Alternative Education Placement Team which shall have the responsibility of determining student placement in the ALE. A student may be recommended to 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.

The referral is sent to the ALE Case Review Committee to determine if the student meets the placement criteria for ALE.

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
- Abuse: physical, mental, or sexual
- Frequent relocation of residency
- Homelessness
- Inadequate emotional support
- Mental/physical health problem
- Pregnancy
- Single parenting

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 Student Action Plan 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. § 6-18-508, 509
 A.C.A. § 6-20-2305(b)(2)
 ADE Rules Governing the Distribution of Student Special Needs Funding and the

Date Adopted: November 16, 2006
Last Revised: November 16, 2006
Last Revised: May 19, 2016

5.26.1—ALE PROGRAM EVALUATION

The ALE program shall be evaluated at least annually to determine its overall effectiveness. The evaluation shall specifically address how the use of ALE funds is in alignment with the district's ACSIP in addressing identified achievement gaps and student performance deficiencies.

Legal Reference: A.C.A. § 6-15-426(f)

Date Adopted: May 19, 2016
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. 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 – 3.09,
 5.00, 8.00

Date Adopted: May 19, 2016
Last Revised:

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 3.12,
 3.17, 3.18, 6.00, and 8.00

Date Adopted: May 19, 2016
Last Revised:

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 responsibility for addressing the problem lies not only with the schools and the Arkansas Department of Education (ADE), but with the community and its residents, organizations, and agencies. Therefore, in accordance with Act 1220, the district shall enlist the support of the larger community to find solutions which improve the health and physical activity of our students. The District will employ a District School Health Coordinator, who will work with the North Little Rock School District Wellness Committee to ensure each school fulfills the requirements of this policy.

The District Wellness Committee will:

- A. Consist of representatives from teachers of physical and health education and school health professionals as well as students, parents, and representatives from the school food authority, the school board, school administrators, and the public to develop, implement, monitor, and review district-wide nutrition and physical activity policies. The District School Health Coordinator shall be responsible for ensuring diverse representation among this committee.
- B. Adhere to the ADE Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols (Commissioner's Memo COM 16-088, CNU- 16-045, and CNU-17-013).
- C. Provide technical assistance to each school with the completion of Centers for Disease Control (CDC) School Health Index (SHI) and School Health Improvement Plan in addition to the wellness portion of the Arkansas Indistar Compliance Report.
- D. Review the district school meal menus and other foods sold in the school cafeteria and provide recommendations to the school district. Such recommendations shall be based, at least in part, on the information the committee receives from the District's Child Nutrition Department on the USDA requirements and standards of the National School Lunch Program and information from menus for the National School Lunch Program and other food sold in the school cafeteria on a quarterly basis.
- E. Review and update annually a list of the recommended healthier options for food and beverage sales.
- F. Review and make recommendations to the school board regarding the components to be included in food and beverage vending contracts. Point of sale signage will only show the healthier food and beverage options that are SMART Snack Compliant and/or promote physical activity.

- G. 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 competitive foods.
- H. Triennially, conduct an assessment of the wellness policy, review results, and make recommendations to strengthen the District Wellness Policy in a report to the public. This assessment will determine:
 - * Compliance with the wellness policy,
 - * How the wellness policy compares to model wellness policies, and
 - * Progress made in attaining the goals of the wellness policy.

Therefore, this committee shall utilize tools such as The Smarter Lunchroom Evaluation Scorecard and WellSAT policy assessment tool to aid in this triennial review.

- I. Maintain a list of non-food and healthy food alternatives for fund-raisers.
- J. The committee will use the SHI as a basis for assessing each school's progress toward meeting the requirements of this policy. The results of the annual assessment will be included in each school's Indistar Health/Wellness Compliance Report, provided to each school's principal, and presented periodically to the board and public (which includes parents, students, and other members of the community) along with the content of this policy.
- K. Meet on a regular basis.
- L. Review agricultural projects and provide technical assistance and policy recommendations to school/community based agricultural initiatives.

To improve the health of our students, the school district and/or individual schools within the district will follow the standards and guidelines listed herein:

Nutrition Education and Promotion

- Implement grade and age appropriate nutrition education that is part of not only health education classes, but also classroom instruction in all subjects;
- Include enjoyable, developmentally-appropriate, culturally-relevant nutrition activities, such as contests, promotions, taste testing, farm visits, and school gardens;
- Promote healthy food preparation methods and health enhancing nutrition practices by emphasizing caloric balance between food intake and physical activity;
- Inform and educate parents, students, and staff of school meal programs, parent café, and nutrition related community services, such as local food pantries, community gardens, and summer feeding programs;
- Promote and link students and families to food resources available within the community as needed;
- Inform parents and students of nutrient analysis of school menus. Information is available in school office and on NLRSD website.
- Include training for teachers and staff.
- Involve students, staff, and parents in the marketing materials to promote menu items and the branding of the lunchroom to ensure it is attractive and inviting; decorated in a way that reflects the student body with items such as student artwork and healthful food posters to make the lunchroom a place where students want to be.

- Promote water as an essential nutrient and as a substitute for sugar-sweetened beverages.

Nutrition Standards

- Ensure that reimbursable school meals and a la carte foods served in the cafeteria meet or exceed the program requirements and nutrition standards in federal and state regulations (A.C.A. 20-7-133, 134, and 135);
- Apply the Arkansas Nutrition standards to all food and beverages served, provided, or sold to students on elementary, middle, and high school campuses (except the reimbursable school meals). All schools will be required to meet federal Smart Snacks regulations and document compliance using the Alliance for a Healthier Generation Smart Snacks Calculator.
- Provide students with the recommended 20 minutes of actual seat time to eat their meals in a pleasant cafeteria/dining area;
- Ensure that class schedules and bus routes do not directly or indirectly restrict meal access;
- Access to Competitive Foods as Required by Act 1220 for Elementary Schools: Elementary students will not have access to vending machines offering food and beverages anytime, anywhere on school premises from midnight prior to the start of the day to thirty (30) minutes after the end of the day's classes. In addition, any items sold or provided from midnight until the start of the school day and between the end of the day and 30 minutes after the bell must meet USDA and ADE nutrition and portion size criteria and be compliant with the Smart Snack regulations. This includes competitive foods provided by school administrators or non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or any other person, company, or organization associated with the school site.
- This includes food related coupons or gift cards.
- The school district shall maintain documentation that all food(s) and/or beverages comply utilizing the Alliance for a Healthier Generation Smart Snacks Calculator, including a copy of the Smart Snack Calculator product compliance screen and a copy of the nutrition fact label of the product.
- Access to Competitive Foods as Required by Act 1220 for Middle/High Schools: During the school day all schools are prohibited from selling competitive food or beverages to students anywhere on school premises except:
 - 30 minutes after the last lunch period has ended.
 - This prohibition includes competitive foods and beverages sold by school administrators or school non-licensed or licensed staff (principals, coaches, teachers, club sponsors, etc.) students or student groups, parents or parent groups, or any other person, company, or organization associated with the school site. This includes food related coupons or gift cards. In addition, any items sold or provided from midnight until the start of the school day and between the end of the day and 30 minutes after the bell must meet USDA and ADE nutrition and portion size criteria and be compliant with the Smart Snack regulations.
- Food and beverage sold outside of the non-profit food service shall not be available in the food service area during meal service. This does not apply to a la carte items sold in the food service area.

- Align food and beverage vending contracts to the content requirements contained in the Rules as well as those developed by the District ~~Nutrition and Physical Activity~~ Wellness Committee. At the point of choice in all District facilities serving faculty, staff, and the athletic department, the product mix will be 50% healthier choices. Point of sale signage will show the healthier food and beverage options.
- Establish no more than nine (9) school wide events that permit exceptions to the food and beverage limitations, i.e. field days, holiday parties, seasonal festivals. The schedule of events shall be approved by the principal, and shall be part of the annual school calendar placed into eSchool. The school events are required to be school-wide and not by individual classrooms. Usage of Smart Snacks approved foods and beverages are encouraged.
- Ensure drinking water is available to all students without charge at every district facility, in cafeterias, hallways, gymnasiums, and athletic fields.
- Prohibit the use of food or beverages as rewards for academic, classroom, and/or sports performances and activities except as required for special needs students, School Nurse health care, and foods for instructional purposes.
- Maintain a list of alternative rewards for academic, classroom, and/or school performances and activities.
- Snacks served during the school day or in after-school care or enrichment programs must meet federal requirements for reimbursable snacks.
- The District Wellness Committee will disseminate a list of healthful snack items to administrators, teachers, after-school program personnel, and parents.
- If eligible, schools that provide snacks through after-school programs will pursue receiving reimbursements through the National School Lunch Program.
- School Testing Days – Students may be given any food and/or beverage items that meet the Alliance for a Healthier Generation Smart Snacks Calculator requirements during the school day on scheduled testing days each school year to be determined and approved by school officials.
- Due to the increase in students and staff with food allergies, any food or beverage containing high allergens (such as peanuts, dairy, fish, shellfish, soy, wheat, corn, eggs, or tree nuts) shall be labeled.

Marketing/Advertising

In Accordance with USDA regulations, food and beverage advertising (oral, written, or graphic statements made for promotion of the sale of the product made for the purpose of promoting the sale of a food or beverage product that are made by the producer, manufacturer, seller, or any other entity with a commercial interest in the product) on school-owned property is limited to those items that meet or exceed the Federal SMART Snacks nutrition criteria noted within this policy. This restriction does not apply to:

1. Materials used for educational purposes in the classroom, including but not limited to:
 - a) The use if advertisements as a media education tool; or
 - b) Designing and implementing the health or nutrition curriculum;
2. Clothing, apparel, or other personal items used by students and staff;
3. The packaging of products brought from home for personal consumption; and

4. Currently existing advertisements in school property, including but not limited to score boards, school name signs and other life-long items; however, all future contracts and replacement items shall meet the Federal SMART Snacks nutrition criteria and district policy standards.

Hydration Standards

Because water is essential to maintain, optimize, and improve health; the North Little Rock School District ensures drinking water is available to all students without charge. Additionally, the District will allow students and staff to carry a clear, plastic water-bottle while on campus. In an effort to limit confusion, the following rules apply to students and staff:

1. To prevent spills, the bottle must be capped with either a push-button, sip-lid, or an automatic seal spout.
2. A screw on lid or push top lid is not sufficient.
3. The container must contain plain water.
4. There can be no juice, soda, addable, or energy drink.
5. The water may be consumed during class but not in close proximity of technology equipment, during science labs, or in the library.
6. Classroom rules regarding the use of the restroom will be in effect. Students and staff need to take care of restroom needs before class starts and one must be responsible for the amount of water that is taken in during classroom time.
7. Students and staff will be responsible to fill the bottle between classes. A student may not leave class to fill a bottle.
8. Water bottles are not to be played with on school grounds. This includes throwing the bottle or pouring the contents to the bottle onto a student, staff or equipment.

Any failure to follow the policy will result in at a minimum of the student losing the opportunity of having a water bottle for a set period of time and additional repercussions if needed.

Furthermore, the North Little Rock District Superintendent shall not approve the plans and specifications for a new public school building contemplated by a board of education or any major building renovation, unless the plans and specifications provide for:

1. A minimum of two (2) water bottle filling stations in each school.
2. A minimum of one (1) drinking fountain or water bottle filling station on each floor and wing of each new school building.
3. A floor plan is strongly encouraged to have one (1) drinking fountain or water bottle filling station located in or near gymnasiums, cafeterias and other high traffic areas.
4. A minimum of one (1) drinking fountain or water bottle filling station for every 100 students projected to attend the school upon completion of the proposed construction.

Any water bottle filling station installed in a public school building shall:

1. Dispense filtered, cooled, clean drinking water.
2. Be regularly cleaned and maintained.

Any drinking fountain installed in a public school building shall:

1. Be equipped with a protective cowl.
2. Be equipped with a waterspout at least one (1) inch above the overflow rim of the drinking fountain.
3. Dispense filtered, cooled, clean drinking water.
4. Be regularly cleaned and maintained.

Fundraising

- Adhere to the North Little Rock School District Fundraising Policy 6.6
- Ensure that vendors are informed of the District's policies related to fundraisers
- Encourage the use of non-food alternatives for fundraising
- Encourage fundraising that promotes physical activity
- Ensure all sales of food and beverage offerings outside the USDA school meals program are consistent with the nutrient content and portion sizes outlined in the Rules (Allowable Competitive Foods/Beverages – Maximum Portion Size List). Additionally, documentation of compliance must be maintained by utilizing the Alliance for a Healthier Generation's Smart Snack calculator and including a copy of the Smart Snack calculator product compliance screen and a copy of the nutrition fact label of the product(s).
- Ensure that fundraisers involving food and beverage advertising of any kind adhere to the rules outlined within this policy as it pertains to marketing and advertising.
- Maintain documentation that all fundraisers, to which Section 8.01.3 of the Arkansas Department of Education's Rules Governing Nutrition and Physical Activity Standards and Body Mass Index for Age Assessment Protocols in Arkansas Public Schools applies, are approved by District Administration.

Physical Education and Physical Activity

- Promote the reduction of time youth spend engaged in sedentary activities such as watching television and playing video games.
- Encourage the development of and participation in family-oriented community-based physical activity programs.
- Enhance the quality of physical education curricula utilized Pre-K through 12th grade and increase the availability of training for Physical Education teachers in order to improve the quality of physical education classes district-wide.
 - Enforce existing physical education requirements and appropriately engage all students, including students with disabilities, special health-care needs, specific religious and/or cultural traditions or beliefs, and those in alternative education settings. Students will engage in healthy levels of vigorous physical activity, which include but are not limited to the following:
 - Ensure students in grades K-5 receive at a minimum a total of 240 minutes per week of physical activity. The 240 minutes will include a minimum of 40 minutes of scheduled physical education. In the case of inclement weather, indoor recess should engage students in some type of physical activity such as organized games in the gymnasium, Yoga in Classroom, or Go Noodle.
 - Ensure students in grades 6-8 receive a minimum of 40 minutes of physical education weekly.
 - Ensure students in grades 9-12 comply with the requirement to take one semester of physical education to meet current Standards of Accreditation and are encouraged to participate in a minimum of 60 minutes of physical activity each day.
 - Ensure that elective enrollment or voluntary participation of a student in a physical education or a school sponsored physical activity program is not discouraged.

- Ensure that suitable, modified courses are provided for students physically or mentally unable or unfit to take the course or courses prescribed for other pupils.
- Elementary school students will have at least 40 minutes per day of supervised recess, preferably outdoors, during which schools should encourage moderate to vigorous physical activity verbally and through the provision of space and equipment.
- Teachers and other school personnel will not use physical activity (e.g., running laps, pushups) or withhold opportunities for physical activity (e.g. recess, physical education) as punishment.
- Elementary, middle, and high schools will offer extracurricular activity programs, such as physical activity clubs or intramural programs. Schools will offer a range of activities that meet the needs, interests, and abilities of all students, including students with disabilities and special health-care needs.
- After school and enrichment programs will provide and encourage a physical activity component.
- Encourage active academics in the classroom. When activities, such as school wide testing, make it necessary for students to remain indoors for long periods of time, schools should give students periodic breaks which they are encouraged to stand and be moderately active.

Health Education

- Implement grade and age appropriate health education Pre-K through 12th Grade;
- Include enjoyable, developmentally-appropriate, culturally-relevant health activities, such as health fairs and health promotions events for students, families, and staff;
- Adhere to the Arkansas Physical Education and Health Education Frameworks and district curricula maps district-wide;
- Provide relevant professional development opportunities for Health Educators to aid in improving the quality of health education provided district-wide;
- And adhere to the National Sexuality Education Standards Core Content and Skills for Grades K-12 utilizing curricula provided by and through the district.

Use of School Facilities Outside of School Hours

- Adhere to the North Little Rock School District Public Use of School Buildings Policy 7.10
- Encourage the use of outdoor school facilities by students, staff, and community members when such use does not interfere with regular school operations.
- Encourage the use of indoor facilities for the sole purpose of increasing physical activity and providing nutrition education when feasible.
- The North Little Rock School District will partner with local, county, and city agencies to open the outdoor school facilities during non-school hours. Additionally, the District will post signage of playgrounds and other outdoor recreational areas available to community after school hours.

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

Child Nutrition Act of 1966 42 U.S.C. § 1771 et
seq. A.C.A. § 20-17-133, 134, and 135
A.C.A. §6-20-709
ADE Rules Governing Nutrition and Physical Activity Standards and
Body Mass Index for Age Assessment Protocols
Allowable Competitive Foods/Beverages - Maximum Portion
Size List for Middle, Junior High, and High School
Nutrition Standards for Arkansas Public Schools
Child Nutrition Monitoring of Vending Machines (CNU-17-19)

Date Adopted: November 16, 2006

Last Revised: June 15, 2017

Last Revised: August 20, 2020

NLR 1.0 ACADEMIC STANDARDS AND EXPECTED OUTCOMES FOR STUDENTS IN PRE K – 12 GRADES

The North Little Rock School District adopts the academic standards that are set forth by the Arkansas State Board of Education and the Arkansas Department of Education. The academic standards and the Arkansas Consolidated School Improvement Plan (ACSIP) will be reviewed annually. The expected outcomes for students in grades K – 12 are that all students will obtain proficiency State mandated examinations. Students who do not meet proficiency on the State mandated exams will be remediated. The district expects all schools to meet Annual Measureable Objectives as set forth by the Arkansas Department of Education.

Date Adopted: December 16, 2004
Last Revised: November 16, 2006
May 19, 2016

NLR 2.0 PROMOTION/RETENTION/COURSE CREDIT FOR 6-12 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 North Little Rock 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.

***6th to 7th**

Student must pass two of the four core courses: English, math, science, and social studies and attend summer school in English or Math if either course is not passed. Failure to successfully complete required summer school may result in retention.

***7th to 8th**

Student must pass two of the four core courses: English, math, science, and social studies and attend summer school in English or Math if either course is not passed. Failure to successfully complete required summer school may result in retention.

***8th to 9th**

Student must pass two of the four core courses, English, math, science, social studies and attend summer school in English or Math if either course is not passed. Failure to successfully complete required summer school may result in retention.

Students who have been considered for retention for two years between the 6th grade and the 9th grade will be reviewed for alternative placement.

Students in grades 10-12 are classified by the number of credits received. To be promoted to the next level, one must attain the following credits:

10th – must have earned 5.5 or more credits toward graduation.

11th – must have earned 11 or more credits toward graduation.

12th – must have earned 16.5 or more credits toward graduation.

If a student fails a course, summer school may be used to meet this requirement for promotion to the next grade level.

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.

Students who do not score proficient or above on their grade level assessments 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 shall include course failure and/or the student's retention in their present grade.

All students, unless exempted by the student's individualized education program (IEP), must successfully pass all end-of-course (EOC) assessments they are required to take. To receive academic credit on his/her State transcript in a course requiring a student to take a State assessment, the student must either receive a passing score on the initial assessment or successfully participate in the remediation program identified in his/her Individualized Academic Improvement Plan (IAIP) which shall focus on the areas in which the student failed to meet the necessary passing score. Additionally, the lack of credit could jeopardize their grade promotion or classification.

To the extent required by the State Board of Education, students in grade eleven (11) and below who do not meet the required score on a college and career readiness measurement shall participate in the remediation activities prescribed in his/her IAIP which may include additional opportunities to retake the measurement.

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
 4.45—SMART CORE CURRICULUM AND GRADUATION
 REQUIREMENTS

Legal References: A.C.A. § 6-15-402
 A.C.A. § 6-15-404
 A.C.A. § 6-15-419(3)
 A.C.A. § 6-15-433
 A.C.A. § 6-15-1602
 A.C.A. § 6-15-2001
 A.C.A. § 6-15-2005

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. § 6-15-404 A.C.A. § 6-15-419(3) A.C.A. § 6-15-433 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 Arkansas Department of Education Rules Governing Public School End-Of-Course Assessments and Remediation
Date Adopted:	February 25, 1997
Revised:	November 16, 2006
Revised:	July 16, 2009
Revised:	July 1, 2010
Revised:	March 17, 2011
Revised:	July 21, 2011
Revised:	June 20, 2013
Revised:	July 18, 2013
Revised:	May 19, 2016
Last Revised:	November 21, 2019

NLR 3.0 PROMOTION/RETENTION/COURSE CREDIT FOR K-5 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 North Little Rock 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.

The North Little Rock School District expects all students to progress through each grade level (K-5) within one school year demonstrating growth in learning and meeting grade level standards of expected student achievement. Promotion or retention of students shall be primarily based on the following **criteria**:

*When a student is **identified** as being at risk for retention, opportunities for **remedial instruction** to assist the student in overcoming his/her academic deficiencies will be provided. **Parents** will be **notified** and a **conference** will be **held** so that the school and home may work together to help the child improve.

*Retention will be considered on an individual basis. **Factors** to be considered in retention should include ...

- | | |
|----------------------------|--|
| 1.) current skill level | 5.) evaluative data |
| 2.) age/birthdate/maturity | 6.) benefits of retention |
| 3.) attendance | 7.) special services received by student |
| 4.) previous retention | 8.) rate of learning |

*A **committee** composed of the principal, counselor, a minimum of two teachers, and a parent will consider these factors and make the determination for retention or promotion. Parents who disagree with the decision of the committee may appeal to the Superintendent or his/her designee. The district has the final authority concerning retention of any student.

Students who do not score proficient or above on their grade level assessment shall be required to participate in an individualized Academic Improvement Plan (AIP) or Intensive Reading Intervention (IRI). Each AIP/IRI 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/IRI shall also state the parent's role as well as the consequences for the student's failure to participate in the plan, which shall include the student's retention in their present grade.

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.

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:	October 23, 1990
Revised:	November 16, 2006
Last Revised:	March 17, 2011
Last Revised:	May 19, 2016

NLR 4.0 ELECTRONIC GRADING AND PARENT INFORMATION SYSTEM REPORTING

Parental involvement in their student's education is essential. Frequent communication allows parents and opportunity to know how well their student is progressing throughout a grading period. For that reason electronic grading software is provided to teachers to maintain a record of student work. Web based software allows students and parents access to current grades and to view information posted by the teacher and the school. Regular communication with parents is desirable both from the teacher and from the school. Electronic communication is a useful tool but occasionally more information is required. A parent conference may be requested by either the teacher or the parent.

The type and amount of communication varies between elementary and secondary schools so guidelines vary between levels.

Elementary Schools

Parents will receive weekly folders for students in kindergarten through grade five containing information about their children's academic and behavioral progress. Web based software will be used as tool to keep parents informed of their child's grades and as an informational tool. Individual school sites, and any teacher or school affiliated pages will be linked to District website with vital information including homework assignments, upcoming school and district activities and events and class information. Principals will oversee the training of teachers to design and update their homework page and grades will be posted twice a month. Interim Reports will be generated using Web based software and will be sent home in the weekly folder and can be viewed on Web based software. The principal is responsible for the overseeing weekly folder and electronic grade reporting requirements.

Secondary Schools

Each secondary teacher will update the electronic grading system weekly by entering any grades earned by students during that week. District formative assessments and state mandated testing a may also limit grade reporting some weeks

Individual school sites, teacher or school affiliate pages will be linked to District website with vital information including homework assignments, upcoming school and district activities and events and class information. The principal is responsible for the timely reporting of collected grades and should be contacted when grades are not reported by a teacher.

Board Adopted: September 15, 2011
Date Revised: May 19, 2016